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ABSTRACT

The history of the regional cooperation program of the National Institute for Educational Research (NIER) is recorded in this document. Specifically, the report outlines the past 30 years of the program in Asia and the Pacific. Throughout those years, 93 seminars, workshops, and symposia have been organized. In addition, information about the evolution and development of the program, countries and educators in the region, and NIER is given. Chapter 1, "Recalling the Beginning of and Implementation of UNESCO-NIER Regional Programme," contains 10 essays: (1) "Educational Co-operation in Asia and the Pacific: 30 Years of NIER's Engagement" (Raja Roy Singh); (2) "International Mission of NIER: 30 Years' Record of International Co-operation" (Akihiro Chiba); (3) "Memories of Yesteryears" (Charatsri Vajrabhaya); (4) "APEID and NIER: Meeting the Challenges and Opportunities of the Past and the Present" (Rupert Maclean); (5) "The Beginning of APEID and NIER" (Kihei Koizumi); (6) "International Co-operation in Education: Unforgettable Memories" (Hiroshi Kida); (7) "Memories of Regional Co-operation in Education in Asia" (Isao Suzuki); (8) "Memories of APEID Seminar" (Hiromitsu Takizawa); (9) "Thoughts on International Educational Co-operation" (Toshio Kanaya); and (10) "Memories of the Late Dr. de la Cruz" (Nobuya Higuchi). Chapter 2, "30 Years of NIER's Educational Co-operation Programme in Asia and the Pacific," contains an outline of regional co-operation activities, activities organized between 1967 and 1996, and participants of the regional activities. (BT)

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Educational Co-operation in Asia and the Pacific

- 30 Years of NIER's Activities -

Section for International Co-operation
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Foreword

It was in 1967 that the National Institute for Educational Research (NIER) launched its Regional Programme for Educational Research in Asia in response to a request from UNESCO. Since then, the programme has been expanded to include countries in the Pacific and marks its thirtieth anniversary this year.

NIER produced a similar publication ten years ago in 1987 in order to commemorate the programme's twentieth anniversary. In the intervening ten years, more seminars and workshops have been organized. Throughout these thirty years, altogether 93 seminars, workshops and symposia have been organized in the programme of co-operation. It is easy to say 30 years, 93 seminars, and 1,762 participants but it takes a considerable effort of the imagination to realize the amount of work that lies behind these figures. Firstly, I would like to express my cordial thanks to the UNESCO Principal Regional Office for Asia and the Pacific in Bangkok, National Commissions for UNESCO in the countries in Asia and the Pacific, and to other organizations concerned such as ministries of education and the individuals who were involved in this programme. Without their co-operation, we could never have achieved the above figures. Further, I would like to express my appreciation to the Ministry of Education, Science, Sports and Culture of Japan and the Japanese National Commission for UNESCO for their support and co-operation extended to our regional co-operation programme for the past 30 years.

On the other hand, I can also imagine the various difficulties which NIER as a single national institute must have had to overcome in order to implement their programme of co-operation with the countries in Asia and the Pacific for educational development, and in their collaboration with an international organization such as UNESCO (United Nations Educational, Scientific and Cultural Organization). I admire the great achievements resulting from the collective efforts of officials in the Ministry of Education, Science, Sports and Culture, including the late Dr. Masunori Hiratsuka, the then Director-General of NIER, Dr. Kihei Koizumi who as chief of the Section for Educational Research Workshops in Asia was directly in charge of this programme, and the staff in the research departments and general affairs department who directly or indirectly supported the implementation of the programmes in those day.

I personally believe that it was primarily because of UNESCO's and Dr. Roy-Singh's support that NIER was able to develop the foundation of this UNESCO-NIER co-operation programme

with countries in Asia and the Pacific. I would therefore like to take this opportunity to express my gratitude to Dr. Raja Roy-Singh who as the Director of our counterpart organization, UNESCO Bangkok Office, supported this UNESCO-NIER Regional programme for Educational Research for twenty years from its first inception.

I would also like to take this opportunity to express my appreciation to the former Directors-General of NIER, Dr. Hiroshi Kida, Mr. Isao Suzuki and Mr. Hiromitsu Takizawa, who succeeded Dr. Hiratsuka in his work and contributed to the development of NIER's co-operation programme in Asia and the Pacific together with other international co-operation programmes such as a comparative study with IEA (International Association for the Evaluation of Educational Achievement).

In this publication, we have added the record of NIER's achievement in these ten years to those detailed in the previous publication at its twentieth anniversary and collated the accounts of co-operation activities and reminiscences of people concerned over these thirty years. It is our intention to use this publication as a basic document for further promoting NIER's activities in its educational co-operation programme in Asia and the Pacific. I hope therefore that this publication will be useful to people concerned both inside and outside NIER and will promote a better understanding and support of, and co-operation with NIER's activities in educational co-operation in Asia and the Pacific.

Among the staff who were directly in charge of international co-operation when the commemorative publication for the twentieth anniversary was produced, Mr. Toshio Kanaya and Mr. Nobuya Higuchi have since moved on to universities. Activities in international co-operation are now directly organized by the chief of the Section, Mr. Ryo Watanabe and two researchers in the Section, Mr. Taro Numano and Mr. Yoshiyuki Nagata. They have been responsible for preparing this publication.

Lastly, I would like to thank the contributors to this volume who have been involved in the UNESCO-NIER Regional Programme for Educational Research in Asia and the Pacific either on the UNESCO or the NIER side for kindly accepting to our request for their contribution.

June 1997

Yukihiko Hishimura
Director-General
National Institute for Educational Research

CONGRATULATORY MESSEAGE

On the occasion of
the 30th anniversary of the launching of
the regional programme for education development of
the National Institute for Educational Research of Japan

I am most pleased, on behalf of UNESCO and on my own behalf, to join the rest of the international academic community in extending heartfelt congratulations to the National Institute for Educational Research (NIER), on the occasion of their 30th anniversary. The past 30 years has witnessed the growth and development of this vital institute, and the educational policies and practices, not only in Japan but in the entire region and even beyond, have benefited from the scholarship and work emanating from this institute. It is indeed reason to celebrate.

UNESCO and NIER have had a close collaborative relationship over the years. Especially since 1977, NIER has been an Associated Centre of UNESCO's Asia-Pacific Programme of Educational Innovation for Development, which many of you know as APEID, and in that capacity has organized many meetings, workshops and conferences here in Tokyo under the APEID umbrella. It has moreover provided leadership to the other UNESCO Associated Centres in the region dealing with educational research and development.

We are proud to note that this 30th anniversary occurs the year after UNESCO itself celebrated its 50th anniversary, and the year before UNESCO in the Asia-Pacific celebrate the 25th anniversary of APEID. This triumvirate of institutions working together has indeed provided a genuine contribution to education throughout the region.

As we look back with satisfaction on the past, we cannot but reflect on the road to the future. The world around us is changing, it is changing fast, and it is changing with a qualitatively different character, that is provided by the explosion in communications/information technology. I am convinced that NIER will be able to chart a course into this future with the creativity, flexibility, and dedication that the times require, and that NIER has shown it is capable of.

Hopefully, that future will include even closer collaboration with partner institutions, UNESCO among them. That future will include greater reflection on the nexus between research and policy in education, it will include innovations in the modalities and processes of educational

research, and it will include generating sustainable and affordable solutions to persistent education problems.

And as it forges into the future, we all look forward to a dynamic institution that can serve as a lighthouse, not only for educational research, but for how similar research institutions can best play out their roles in improving the education, and thus the future, of this country and this region.

Victor Ordonez
Director
UNESCO Principal Regional Office
for Asia and the Pacific (PROAP)
Bangkok

Congratulating NIER on its Thirtieth Anniversary of Regional Co-operation Programme in Asia and the Pacific

Mr. Hideki HAYASHIDA
Director-General, Science and International Affairs Bureau,
Ministry of Education, Science, Sports and Culture
Secretary-General, Japanese National Commission for UNESCO

It is my great honour to send a congratulatory message to the National Institute for Educational Research (NIER) on the occasion of the thirtieth anniversary of the inauguration of the Regional Co-operation Programme in Asia and the Pacific.

The Regional Co-operation Programme in Asia and the Pacific of NIER was initiated in 1967 by the late Dr. Masunori Hiratsuka of the then Director-General of NIER who afterward served as chairperson of the Japanese National Commission for UNESCO, in order to respond to the needs of countries in Asia and the Pacific and the request from UNESCO. I would like to pay tribute to the efforts for its development made by the Directors-General of NIER and its staff concerned with the programme.

In 1967 the Regional Co-operation Programme in Asia and the Pacific originated in the implementation of comparative study of curriculum and educational contents among Asian countries. On the inception of the Asia and the Pacific Programme of Educational Innovation for Development (APEID) in 1974, which was launched based on the recommendation of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia held in Singapore in 1971, NIER started to take an active part in this programme. Since 1977, NIER has been collaborating with APEID as its Associated Centre.

APEID, in which UNESCO Member States in Asia and the Pacific participate on the basis of their voluntary decision, aims at educational development coping with the regional context through planning, implementing, managing and evaluating projects jointly by the participating countries. While at the beginning APEID was supported by eight countries including Japan and twelve Associated Centres therein, it has been expanded and developed steadily involving twenty-nine Member States and nearly two hundred Associated Centres. Its activities are highly appreciated not only by the countries in the region but also by the educational world in other regions. Similar programmes of educational innovation for development are implemented in other regions following the successful model of APEID. Duly recognizing the significance of APEID, the Ministry of Education, Science, Sports and Culture has been actively participated

in APEID through various means including contribution of Funds-in-Trusts for Mobile Training Team Project operated by UNESCO within the framework of APEID. It can be noted that the participation in APEID is one of the pillars which maintain UNESCO activities in the field of education in Japan.

NIER's Regional Co-operation programme in Asia and the Pacific upon which the APEID activities of Japan deeply depend is carried out in such a varied manner as organization of seminars and workshops, acceptance of trainees, dispatch of experts to international meetings held by UNESCO and educational information services.

As an activity of this programme, NIER has so far organized as many as some ninety seminars/workshops, which have been attended by more than one thousand three hundred experts from abroad. While these meetings in the earlier phase focused on such subjects of primary education as improvement of teaching practice, development of materials for science education and curriculum development of moral education, recent themes have addressed issues of global interest such as planning of secondary education, computer education, scientific and information literacy, moreover the linkage among schools, families and local community and education for international understanding.

Furthermore, NIER has accepted a large number of trainees mainly in the field of curriculum development and science education from countries in East Asia, Southeast Asia, South Asia and the Pacific. NIER has also participated in many international conferences and meetings by sending experts to APEID-related seminars/consultations and other meetings held by UNESCO as well as training workshops in the framework of APEID Mobile Training Team Project.

I appreciate with great pride that, through these activities of the Regional Co-operation Programme in Asia and the Pacific, NIER has been contributing as a leading organization to the promotion of regional co-operation in education and indigenous development of education within individual countries and that it enjoys a high reputation among Asian and Pacific countries as well as UNESCO.

In conclusion, I would like to express my sincere hope that, on the threshold of the new century, NIER would further strengthen from a global point of view its regional Co-operation Programme in Asia and the Pacific on the basis of its thirty years' experiences to meet the requirements for educational development in Asia and the Pacific.

CHAPTER I

Recalling the Beginning and Implementation of

UNESCO-NIER Regional Programme

Educational Co-operation in Asia and the Pacific
- 30 years of NIER Engagement -

Raja Roy-Singh*

This year, 1997, is the thirtieth anniversary of an educational programme of co-operation which the National Institute for Educational Research, Japan initiated and carried out in partnership with UNESCO in the region of Asia and the Pacific. It has proved to be an innovative and dynamic programme, and when in the full tide of co-operative activities, a model of its kind.

Inter-country co-operation in education is a relatively new development in the international discourse. In the Asian region, NIER's programme was one of the early landmarks of such co-operation. No other educational co-operation programme, in this region or any other developing region has brought together in a systematic and sustained way for mutual help, so many countries representing an enormous range of diversities over a long period of time.

In the larger regional picture the decades of 1960s - 1980s witnessed a remarkable growth and development of education in the countries of the region. The countries differed greatly in terms of the base from which each country's educational effort started. In some countries the educational services were but rudimentary. Many others were well on the way in the provision of education for all their children and now needed to develop new institutional structure and capabilities that are called for in deepening the dimension of quality in the provision of education. It may be recalled that the search for quality in education was in evidence world-wide, notably in the industrialised countries in the decades of 1960s and 1970s. This provided an important source for construction exchange of learning experiences. This larger context in which the educational development efforts in the Asian region were embedded made a co-operation programme such as that of NIER specially timely.

Thirty years of NIER's programme have been full of activities and a variety of high quality output. The present article does not aim to present, even in outline, this full agenda of NIER's activities. Rather, it recalls the origins of NIER educational co-operation programme with a view to illustrating its innovative features and then offers a few reflections on the programme's contribution.

The Origins

In the 1960s a trend emerged centred on international action in the field of education. This was clearly reflected in UNESCO's programmes to re-focus in some measure its programme of

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* Former Regional Director of UNESCO in Asia and the Pacific, Bangkok (1965-1985) and Assistant Director General of Education in Asia-Pacific

activities; a move towards regionalisation appeared in UNESCO's action programmes first shown in the covering of a series of regional conferences of Ministers of Education. The first in the series was a meeting held at Karachi, Pakistan in 1959-60 at which the representatives of the governments of Asian countries drew up a regional *plan* for the provision of compulsory primary education. The plan was published by UNESCO under the title *The Needs of Asia in Primary Education*, and became widely known as the Karachi Plan. UNESCO then set about establishing a regional institutional structure to *back stop* the Karachi Plan. First to be set up in early 1961 at Bangkok, Thailand was a **Centre for Educational Studies and Documentation**. Later in the same year **the UNESCO Regional Office for Education in Asia** was established and the Centre for Educational Studies was merged with it. Then followed in quick succession in 1961-62 three regional institutes funded by UNESCO and run in collaboration with the host countries where the institutes were located - **The Asian Institute for Planning and Administration** at New Delhi, India, **The Asian Institute for Teacher Education** at Quezon City, Philippines, and **The Asian Regional Institute for School Building Research** at Bandung (later shifted to Colombo, Sri Lanka).

This quick remarkable regional institutional structure was in place by 1962 when the First Conference of Asian Ministers of Education met at Tokyo, Japan. This was an important land mark in the development of UNESCO's regional action in Asia and was further strengthened and given a new growth point by the Government of Japan's expression of strong interest in actively participating in the Karachi Plan.

The above account of the origin of UNESCO regional action in education in Asia is given in some detail because it might help in appreciating better the new dimensions that NIER's educational co-operation added to the concept of *regionalisation*.

In the early 1960s when UNESCO's regional institutional structure was being put in place, *regionalisation* emerged as a trend in the activities of several multi-lateral and international agencies including UNESCO. In its simplest form *regionalisation* was thought of as localisation of activities to serve a group of countries. Linked to the then prevailing idea of *external aid* as something that comes down from the top - that is, the donor agency - to a wider cluster of recipients or beneficiaries, regionalisation was a convenient arrangement, mainly as a strategy of developmental action. In UNESCO the debate was almost exclusively in terms of centralisation or decentralisation of UNESCO's educational activities. Both the *centralisers* and the *decentralisers* held a common view that an international programme is essentially conceived and planned up at a central point; its implementation carried it to be *beneficiary* countries. This was *the centre and the periphery* model of international action. The *decentralisers* argued for greater leeway to the *periphery* in the implementation of what was planned up at the centre. In this picture, for example, a regional mechanism would be vested with implementation authority.

NIER's educational co-operation programme, when it came along, presented a different model of educational co-operation among the countries.

It was in 1965-66 that the first seeds were sown which a year later brought forth NIER programmes in the Asia region. We owe this happy development to the vision and dedicated efforts of three outstanding educationists. On UNESCO side, the initiative came from Mr. Leo Fernig then a Senior Director in the education sector (later Assistant Director General heading the International Bureau of Education). On the Japanese side, the discussion were led by the late Dr. Masunoi Hiratsuka, Director-General of NIER, and the late Mr. Ryoji Ito, Secretary-General of the Japanese National Commission for UNESCO. At the celebration of the thirtieth anniversary for NIER's educational co-operation programme, we specially remember the three *founding fathers* in our tribute of profound appreciation. They planned well and truly.

In 1965 the Second Regional Conference of Ministers of Education of Asian member states met at Bangkok. One of its recommendations was for special attention to be given to educational research. The Minister of Education leading the Japanese delegation at the conference expressed his government's interest in promoting and participating in educational research and development activities in the Asian region. This was followed up by UNESCO, and in the light of the planning discussions (referred to above) of Mr. Leo Fernig, Dr. Hiratsuka and Mr. Ito a proposal for a co-operation programme in educational research in Asia under auspices of NIER and UNESCO went forward to the General Conference of UNESCO. Following its approval, the programme became operational in 1967. Thus began a new regional programme in Asia - **new** in terms of the area it covered, and importantly **new** in the way it evolved from one year to the next and in the method of co-operative action it brought into play. The new methods, approaches and techniques profoundly influenced all subsequent regional programmes of education in Asia and the Pacific.

NIER was uniquely well placed to be the animator of this innovative regional programme which was anchored on the initiative and good will of a national institute. NIER had not only a high level of professional expertise but also a profound commitment to international co-operation on the part of its directing staff. NIER established a new section to lead the regional activities and the Government of Japan provided a new building as annex to NIER building at the address which was to become widely familiar to the educationist in the member countries in Asia.

The first activity that initiated the new co-operation programme was an exploratory meeting convened by the Japanese National Commission for UNESCO in June 1967 which made a series of suggestions. All countries in the Asian region participated in the meeting. The experience of the meeting highlighted the crucial importance of joint and collaborative planning of a regional programme. This consultative process expanded and elaborated in subsequent years became the keynote of NIER's educational regional programme. This was pinpointed by the UNESCO Regional Office of Education (Bangkok) in a statement introducing the new

programme to the participating countries of the region. It said,

> "The key-note of the programme (the Regional Programme for Educational Research) that is evolving is a joint and co-operative endeavour. It has been adopted as the guiding principle in selecting programme areas, in developing specific projects and in implementing the projects. ... It is the hope of all who are participating in the Programme that this endeavour will help to bring together the national institutions and organisations in the region so that they form a net-work through which ideas, experiences and information may flow freely for mutual benefit."

Later in this presentation, I offer my appreciation of what came to be an animating *modality* of NIER programme, namely the consultative process. NIER recognised this at an early stage of programme planning and implementation. Following the regional meeting of 1967, referred to above, NIER organized a consultative committee which held its first meeting in 1968 and then once every two years thereafter.

The committee re-defined the focus of NIER's programme. Research was interpreted in its wider sense as research-and-development. Programme activities were clearly to be focused in two areas, namely helping to develop the capabilities of the educational research-and-development institutions that were being set up by several countries of the region; and secondly, the area of curriculum development for primary education, in which again a considerable amount of innovative development work was in progress. Indeed, curriculum development in Asia in the 1960s and 1970s emerged as the cutting edge of educational change. In the ten-year period 1967-1977 almost every country in Asia had established curriculum development institutions in one form or another.

A broadening stream of activities flowed out from NIER's educational co-operation programme during the last three decades. In the first decade these activities centred largely, though not exclusively on primary education curriculum. A major study in the region resulted in the publication, *A Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries*. This was the first study of its kind for Asia - or for that matter undertaken in any of the developing regions of the world. Sixteen years later the theme was revisited in the context of a region that now included The Pacific and resulting study was published under the title *Elementary School Curriculum in Asia and the Pacific* (1986). The two studies (1970, 1986) read together chart out in a remarkable presentation how the educational landscape in Asia has been changing - the stir and movement in an increasing number of countries and setbacks in others. Now that *education for all* is a priority goal in the agenda of international co-operation, one cannot help hoping that another follow-up study with deeper analyses and wider frame of reference might now be undertaken. It will mark the stage reached by the countries of the region in the closing years of the century and at the threshold of the new

millennium. It would be, some of us believe, a fitting celebration of NIER's work and service in the cause of education in the region of Asia and the Pacific.

Another set of activities, parallel to the above studies and operational in character, related to *learning* or subject areas in the primary curriculum - mathematics, reading, social studies, science teaching and moral education.

These early activities foreshadow the increasing range, coverage and depth that the networks of educational development institutions in the countries undertook in co-operation with NIER. The number of participating countries as their institutions and of the scholars and educationists increased manifold in the course of three decades. The harvest is worthy of the toil.

Looking Back

Thirty years are a long enough period for an educational programme to prove or unprove itself. NIER programme has proven itself to the hilt. Why is it to be deemed successful rather than otherwise? What are the factors that have contributed to its success and effectiveness? What are some of the experiences that stand out in this quite unique *engagement* in co-operative action?

The outstanding contribution of NIER's programme lay in making inter-country co-operation in education in the regional framework, a genuine expression of international co-operation and of international fellowship. With every project or activity undertaken with the genuine participation of the countries of the region, the sense of wider fellowship was strengthened.

A key factor in the regional co-operative action was the consultation process. As mentioned earlier, the consultation process was brought into play at the very start of NIER's programme and has been maintained and strengthened through for three decades of programme activities. The consultation involved the participating countries of region in determining the content of the programme and how it is shaped for action in response to the needs and objective realities of the diverse situations on the ground. It was because of the consultation process that the countries in turn were eager to share their educational experiences with each other and thus giving rise almost spontaneously to *networks* of co-operating institutions or groups of individuals. This evolution in the programme has been, possible entirely due to NIER's consistent and understanding, *helmsmanship*. The experience of NIER programme is clear: if inter-country programme is to be effective and meaningful the full consultation process is *sine qua non*. This lesson in the more timely at the present stage in Asia-Pacific region when so many inter-country programmes in education seem to be reverting to the outmoded and invalidated *centre-periphery* model.

Quite early in the evolution of the co-operation programme, NIER adopted an invariable

practice that a regional programme must involve in appropriate ways all member countries of the region. This is especially significant in the unique context of Asia-Pacific with its diversities of culture, language, political systems and the differences in the stages of economic development. In terms of the basic functions of education and learning, it should cause little surprise that these differences and diversities become a source of strength in inter-country collaborative discourse and action. This is truly reflective in the history of NIER co-operative programme. At a time when a trend seems to be emerging to dismember regional inclusive mechanism in the developing regions and revert to small/single membership configurations, the lessons of experience of an outstandingly successful regional co-operation in education provided by NIER needs to be borne in mind.

In 1970s and 1980s, NIER's experience of programme planning, development and implementation beams influential and impacted the new regional programme then taking shape. The best known of the regional programmes was the Asian Programme of Educational Innovative for Development (APEID) which became operational in 1974/76 under UNESCO auspices. NIER and the Asia-Pacific Centre of Educational Innovation for Development (ACEID) in the UNESCO Bangkok Office worked closely, exchanging this experiences and resources. ACEID adopted and expanded the consultation process and was particularly active in developing networks of national institutions.

Educators and education scholars in the Asian countries had had in the past few links with each other across national boundaries. Even immediate neighbouring countries knew little of each other's education systems or problems or trends of education initiatives. UNESCO's regional programmes, notably the Asian Programme of Educational Innovation for Development when it was in operation for two decades, and NIER' educational co-operation programme and the web of jointly planned and executed activities brought the Asia-Pacific educationists and scholars together in increasing numbers and greater frequency. This emerged a *community of educators* in each country, aware of and sensitive to all that was common for sharing in the regional community. That surely is international co-operation in education at its truest.

International Mission of NIER
- 30 years' Record of International Co-operation -

Akihiro Chiba*

Throughout its 30 years of international co-operation, the National Institute for Educational Research in Japan has played a pioneering role for internationalisation of Japanese education. It has constantly created something innovative as the forerunner of Japan's internationalisation. I have worked in UNESCO in these 30 years and have been engaged in the development of education in Asia and Africa. I have thus co-operated with NIER for 30 years from UNESCO side. In commemorating the 30th anniversary of NIER's international co-operation, I wish to describe some of NIER's pioneering roles together with the historical background and trends.

In the early 1960s' Japan was recovering from the destruction of World War II but one could not travel abroad freely. The mentality of people, however, remained unchanged since the period immediately following the war, namely people thought it natural to depend on the help of the United States and Europe. It was equally true for the Secretariat of the Japanese National Commission for UNESCO. Going through the Programme and Budget of UNESCO, every effort was made to identify those items under the Participation Programme or other planned activities of UNESCO, from which Japan might be able to get some financial and other supports, and the senior staff of the Commission Secretariat often visited Paris to negotiate the financial support from the UNESCO Secretariat. It was just the same as those local and prefectural institutions in Japan were rushing to the Ministry of Education, Science, Sports and Culture (Monbusho) to obtain whatever subventions possible.

I started to work in the Secretariat of UNESCO in Paris in May 1961 and I visited Japan on home leave in the spring of 1963. My responsibility in UNESCO was to assist educational development of Asia, and therefore I was so much concerned with the important need of *assistance* to developing countries that I obviously asked Monbusho to start assistance in the field of education to developing countries, sepecially in Asia. However, majorities of reaction were "Chiba must be crazy." As I was so persistent, many of them were at loss to deal with me, and they gently suggested me to speak to Dean Daishiro Hidaka of International Christian University (ICU). Dean Hidaka was the eminence grise of Japan's policy making in education as he was serving as the Vice-Minister of Education at the critical post-war period. He was also my professor at the graduate school of ICU and whenever I saw him, I almost shivered as he was a very strict and great professor during my graduate school days. This did not change even

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after graduation, and I wondered how effectively I could convey my concerns to him. But, as I recall, he was gently listening to me with smile as he appeared to be equally proud that his student had gone out of Japan all the way to Paris to serve the international community.

In those days, the trend of internationalisation was slowly making some impact upon Monbusho which had claimed itself sternly as an administrative agency with purely national vocation. In some quarters in Monbusho, however, a new trend was emerging which sought the possibilities of co-operation in the implementation of UNESCO's Karachi Plan. The Karachi Plan was adopted at the City of Karachi in early 1960 by the meeting of representatives of the Ministries of Education in Asia. It envisaged to achieve the free and universal primary education of at least 7 years' duration by 1980. These plans tended to take the name of venues of the meetings where such plans were adopted and thus it was named as *Karachi* plan.

Majorities of newly independent countries in Africa joined the United Nations in 1960 and it was thus called *the year of Africa*. Furthermore the year 1960 marked the beginning of recognising the importance of *development* internationally. In order to promote and coordinate the implementation of the Karachi Plan, UNESCO opened a regional education office in Bangkok, and tried to achieve the goals of the Karachi Plan through the training of educational leaders of Asian countries and promotion of research and studies. It set up regional centres for this purpose, namely regional training centre in educational planning and administration in New Delhi, a regional centre in teacher education on the campus of the University of the Philippines (UP) and a research centre in school building construction in Bandung (which later moved to Colombo). With a view to reviewing the progress in the implementation of the Karachi Plan, UNESCO was to convene a second meeting of the Education Ministries' representatives and Japan invited to host the meeting. As Monbusho thought it easier to obtain the budget from the Ministry of Finance if the meeting was to be called **the First Asian Conference of Ministers of Education** as it sounded more glamorous than the second meeting of representatives and asked UNESCO to change the title of the conference. UNESCO accepted this proposal and the system of Conference of Ministers of Education has thus been established in Asia since then.

The first Asian Conference of Ministers of Education took place in *Ueno* Park in Tokyo in April 1962. This was the first international conference in education in the post-war Japan and perhaps the first ever in the history of Monbusho and therefore one can easily imagine the confusion and hectic organization of the Conference. The menu in English was not ready for lunch for example and some Japanese discovered for the first time in their life that there were vegetarians or some people did not take pork nor beef. All the Ministers were packed into a bus shuttling between the hotel and the conference site which prompted some criticisms and complaints. Despite many odds, it made undoubtedly a profound impact on Monbusho's senior officials, which, in my opinion, marked the initial point of departure for internationalisation in Japan's educational policy.

In those days, education tended to be limited to philosophy or psychology of education or instructional methods but with the independence of many African States educational assistance to developing countries became the central issue. Thus, such aspects of social engineering, as sociology, economics and planning came to be given priority in education and education for socio-economic development or national development was urgently called for. The first Asian Conference of Ministers of Education, having taken place in the midst of such trend, requested UNESCO to submit an Asian Model of educational development to the Second Conference (1965 in Bangkok). Monbusho, in those day, despatched their elite manpower - Messrs. Miyamoto and Arai of the Research Division to Asian countries to collect educational statistical information. Mr. Ryoji Ito, Director of this Division was nominated by UNESCO as the head of English speaking educational planning team (the other team was for French speaking countries) to prepare the draft Asian model. Both the government and Japanese tended to be hesitant to move into international co-operation in the domain of education because of Asian cultural sensitivity but in the field of educational planning, Japan started its international co-operation soon after the first Asian Conference of Ministers of Education.

A new climate emerged simultaneously to set up a regional centre in Japan similar to those in New Delhi and on the UP campus. Such move was referred to among the concerned officials in Monbusho as *centre* development. With the nomination of Professor Masunori Hiratsuka as the Director-General of the National Institute for Educational Research, this move had advanced quite fast. UNESCO's Regional Centres covered only 3 domains such as educational planning and administration, teacher education and school construction, and the role of the UNESCO Regional Office (Bangkok) was limited to coordination and documentation. Therefore such domains as curriculum and educational contents, textbooks, educational technology or educational research/study were untouched in the Karachi Plan implementation. The Japanese idea was to carry out regional activities through research, in such areas not yet covered by the existing regional centres. In order to help in its realisation, I was actively involved in preparing the favourable climate within UNESCO. It was just like a cockroach running around in the dark. As there were some people in UNESCO in those days who did not support Japan, a junior staff at P3 could not act in the open. The then DG, Mr. René Maheu was to pay an official visit to Japan to discuss major issues of UNESCO-Japan co-operation. I felt so relieved that such top-level consultation had been materialised. In co-ordinating with Monbusho behind the scene to lead the discussion to a satisfactory result, it was arranged that if the Japanese Minister of Education said simply a word of *centre*, everything would be settled. A careful briefing was equally given to Mr. René Maheu.

Then as a shock of my life, what happened was apparently, the Secretary General of the Japanese National Commission stopped the Minister to propose the idea when the Minister was about to say "ce..." of the *centre*. Thus the *centre* was not recorded in the *aide memoire* of the consultation. It became impossible for the UNESCO Secretariat to proceed with budgeting

for the proposal. Disappointed, infuriated, so up set, I lost my temper against everybody including those friends of Monbusho. However they were in the same situation as no one could understand why the Secretary General stopped the Minister. In the end one even went too far as suspecting the unfair interference of the Foreign Office.

The whole thing sunk! I had no means to do anything at UNESCO's side, and the junior staff like myself could not propose any new budget item. It was impossible to approach the Director-General directly without going through the hierarchy. Budget session took place under such circumstance and I sat in the corner, without any hope. A miracle happened the next moment. Mr. E.I. Mangelha, the then Assistant Director-General - a young brilliant rising star in UNESCO all the sudden opened his mouth and asked "if I remember correctly, there was a possible proposal for Japan to start a regional centre! What has happened?"

Without letting the representative of Education Department respond, Mr. Maheu immediately ordered "Yes, I forgot about it. Please make a necessary budgetary provision and negotiate with Japan." In those days, nobody could challenge or disagree with Mr. Maheu as everyone was frightened of him. It was thus decided! So surprised and pleased that I almost fell out of a chair!

If not anti-Japanese, some people in those days were not so favourable to Japan's increasing role in UNESCO and the top management of the Education Department was in their hand, perhaps because some of them had some complex against Prof. Hiratsuka. This was one of the reasons that the move to set up a centre in Japan was difficult to succeed within UNESCO. Mr. Fernig - great friend of Japan was responsible for this project but he appeared to be blocked by the top-management of the Department. He was equally delighted and ordered me to get in touch with Japan immediately. In fact it was Mr. Fernig that the acronym of NIER was first used.

As my responsibility was mainly in operational activities for educational development, I was not involved in educational research and study. But Mr. Fernig trusted me so much that I was always consulted and called in to help. Monbusho likewise found it more convenient to use me as the liaison with UNESCO.

A great moment of culmination came in April 1967 when a regional meeting of educational research specialists met in Tokyo Prince Hotel to discuss the launching of the centre as the UNESCO-Japan co-operative venture. I was visiting Japan on home leave at that time and I had the honour of participating in the meeting. From UNESCO side, Mr. Alex Graham and Mr. Hugh Philp strongly supported the development.

As the responsibility for implementation was entrusted to the Bangkok Office, Mr. Roy Singh and Mr. S. Samady took over the task.

NIER has thus started its function of a regional centre and both Prof. Hiratsuka and Mr. Kihei

Koizumi travelled extensively in the region. Their profound academic quality and modesty impressed most Asian educators as they were so contrastingly different from some of arrogant Japanese. They imprinted an excellent image of Japanese in Asian countries. Succeeding Prof. Hiratsuka, Mr. Hiroshi Kida also adopted the same position and visited many Asian countries. Charisma of the directorship of NIER established by Prof. Hiratsuka and Mr. Kida has been inherited well in the succeeding Directors-General of NIER.

In launching the regional activities of NIER, some people thought it obvious for Japanese to teach Asian fellows and such remarks were often heard in the preparatory meetings at NIER. Prof. Hiratsuka was firmly against this position and furthermore, most of those wishing to teach something to Asian fellows were so poor in their command of English that nothing could be done. For example Mr. R. Dave, direct disciple of Prof. Benjamin Bloom, so famous in taxonomy in education was a participant from India and poor Japanese' English was absolutely no match. All one could do was to feed him well with vegetarian food wishing that he would prepare a good report of workshops.

However, the disappearance of Japanese intent *to teach* was very lucky to Japan. NIER concentrated in offering the forum in which more joint and co-operative ventures emerged. Once a certain theme is adopted, all the competent Asian specialists in the field are invited to discuss common problems, preparing common research designs jointly, analysing jointly the results coming out of the studies carried out in respective countries following the common design and thus final reports are prepared jointly. The unique methodology of work on equal partnership emerged. This approach was appreciated very much as it contrasted with the work methods of other regional centres where usual lecture methods prevailed. This has been inherited in the later programmes such as APEID and ACCU.

Another distinction of NIER formula is that it was not UNESCO established regional centres but a national institution offering regional services whereby the already existing *know-how* in the national institution is offered for regional co-operation. The management of the centre itself is in the hand of the host government, rather than UNESCO which increasingly faced financial constraints and relative decline of quality of so called international staff. The NIER formula was just in line with the trend of the world. I personally used this argument to dissuade various requests from Member States to set up UNESCO regional or international institutes.

Ten years after the birth of the Karachi Plan, the other UNESCO regional centres were taken over by the host governments and started functioning similar to NIER. The school building centre in Colombo was absorbed into the UNESCO Office in Bangkok but the Delhi centre became the National Institute of Educational Planning and Administration (NIEPA) and the UP centre became a teacher's centre in the College of Education of UP. Thus, the NIER formula was well adopted in the region.

In the mid 70s, the Asian Programme of Educational Innovation for Development (APEID) started its operation and NIER became one of its Associate Centres, and other UNESCO regional centres in New Delhi and Quezon City of the Philippines also became APEID Associate Centres.

The major difference of APEID was that instead of a small numbers of national centres in a few countries offering regional services, many participating countries offer their competent national institutions as co-operating centres. These co-operating centres formed a network and shared the information and experiences among themselves. NIER methodology of work was adopted, namely the common themes and issues were adopted and elaborated in joint consultation and co-operative research and experiments were carried out.

While APEID was moving into full swing, the United Nations Development Programme (UNDP) adopted a new policy of horizontal technical co-operation among developing countries called TCDC and discovered that APEID was the exact model of TCDC in the field of education. UNDP thus assisted APEID financially for a long period. While UNDP's financial support was critically important to APEID, it is more important to single out the role played by the Government of Japan in the birth of APEID. In the early 70s, UNESCO was unable to continue UNESCO's own regional centres and the fate of these centres was the subject of extensive discussion and negotiation. In this period, Mr. Ryoji Ito who completed the UNESCO assignment was named as the Secretary General of the Japanese National Commission. He advocated an ingenious approach of UNESCO, Japan and the remaining Asian Member States sharing one thirds of costs of a regional programme respectively.

In those days, nobody, even UNESCO had any idea of what to do in the follow up of the Karachi Plan. We were so surprised with this proposal and at the same time embarrassed as we did not know what advice to give to Mr. Ito when he was pressing UNESCO to provide information on UNESCO's plan as he needed it for explaining the budget request to the Ministry of Finance in Japan.

The Third Conference of Asian Ministers of Education met in Singapore in 1971 and prior to it, there had been a preparatory meeting in Chiangmai. However, no clear idea or direction emerged of a new programme. I was in charge of a programme in basic education in East Africa in those days, which used a network approach and I offered this idea to the Asian colleagues. This network approach was finally adopted for APEID by Mr. Roy-Singh and it appears that it reflected the trend of the epoch. While UNESCO was struggling for new ideas, surprisingly Monbusho managed to obtain the budget from the Finance Ministry. Although I have no idea how Mr. Ito justified the budget request, it should have been a most speculative request. It is also a matter of wonder how the Finance Ministry was convinced, but one may say that Japan's great stride in the 70s was surely due to the far-sightedness of the Finance Ministry's vision. NIER continues to function as an important Associated Centre of APEID today. As UNESCO

chronically suffers from budget crisis, APEID has a very little budget from UNESCO's regular programme. Thus the funds-in-trust contributions from the Government of Japan ($260,000 annually) and the regional activities of the seven Associate Centres in Japan (including NIER) carried out under Japan's own national budget are the major component of APEID activities today. Regional programme of UNESCO was so radically reduced that it is no exaggeration to say the role played by NIER in APEID is determinant to APEID's own existence.

Over the last 30 years, the Government's ODA and NGOs have increased educational assistance which, in my opinion, was spearheaded by NIER. As described earlier, many new innovations emerged from NIER's regional co-operation. Monbusho transformed itself from a purely nationally oriented agency to the two-pronged national-international agency. NIER's formulae of joint co-operative research, as well as the regional service by a national institution have clearly marked their impact as a new form of regional co-operation. NIER responded sensibly to the global and regional trends and at the same time contributed to the creation of new trends. For example, NIER launched a regional study of moral education in early days which faced many oppositions and reservation on the ground that religious education sufficed. Today, however, the major priority of the region is values education and a new programme *APNIEVE* (Asia-Pacific Network of International Education and Values Education) has even been started. This demonstrates clearly the far-sightedness of NIER.

NIER, through its 30 years of international co-operation, received three major lessons, in my opinion.

First is the importance of the *far-sightedness*, always creating new trends ahead of the time. If it is lost, NIER's regional and international co-operation will be stereotyped and becomes routine. The creativeness and the courage to signal warnings to the world through its future-oriented research is absolutely necessary.

The second is the importance of charismatic nature of the leaders. The effectiveness of international co-operation owes much to the existence of charismatic leaders such as Prof. Hiratsuka and Mr. Kida. Their dynamism, charming personality loved by the Asian colleagues, and their strong insight and perspective for the future are indispensable to NIER.

Lastly NIER has been recommended to transform itself as the policy-research institution. In this respect, this recommendation equally applies to NIER's international role, namely policy research in the field of international co-operation in education. One often makes reference to *up-stream* and *down-stream* works in the international community. Policy research is indeed a core of *up-stream* work. If NIER is drowned into down-streams, it will be absorbed in project implementation and technical details which results in the loss of far-sightedness and future-oriented quality. I feel NIER has a strong role to play to serve as an ombudsman toward Japan's ODA assistance in education. When the projects are agreed upon at the level of governments in

the state capital, it often gives not sufficient attention to beneficiaries' participation in project formulation and execution and their welfare is often ignored. Women's and minority groups' interest or environmental assessment and security are not fully reflected. Gaps are often visible between the project design and the genuine needs of people and community. Mass media sometimes report on such gap in a sensational manner. It is therefore necessary to establish a genuinely objective and lasting mechanism to monitor and evaluate bilateral and multi-lateral co-operation systematically.

In commemorating the 30th anniversary of its international co-operation, I should like to express my expectation for NIER's future role as a prestigious normative *think-tank* rather than a mere technical think-tank.

Memories of Yesteryears

Charatsri Vajrabhaya*

A unique co-operative programme of two institutions, one national and the other international, which has been operational for thirty years is indeed worthy of being celebrated. Having been associated with the UNESCO-NIER Regional Programme for Educational Research in Asia-Pacific from its very beginning in 1967, I deem it an honour and a pleasure to recall pleasant memories of the long-lasting friendship. My reminiscence is that of a person who has watched the development and growth of the programme from behind the scene - not as a member of the audience, nor main actor or actress, but rather as a stage hand putting up the props.

I joined UNESCO in 1965, only a year or two before the UNESCO-NIER Programme was launched. What a wonderful feeling to recall that one was actually there when a major educational programme was conceived and born! The prospect of the co-operation between UNESCO and NIER in educational research aimed at supporting and strengthening educational development in Asia-Pacific was certainly exciting and challenging to all of us working at the UNESCO Bangkok Office.

As years went by, I become more and more closely associated with NIER and its staff. My direct involvement in 1967 in the preparation and production of the UNESCO Bangkok Office Directory of Educational Research Institutions in Asia, the very first of official directory of its kind in the region then, and later the revised edition in 1970, gave me opportunities to come into acquaintance with NIER friends who were interested in the publication. It was a useful reference document for educational researchers to establish inter-institutional contacts.

Eventually the programme activities under the UNESCO-NIER Regional Programme became intensified when the UNESCO Asia and the Pacific Programme of Educational Innovation for Development (APEID) was launched in 1973. NIER was one of the most active Associated Centres of APEID. On joining the team at ACEID - the Asia-Pacific Centre of Educational Innovation for Development - I was frequently in contact, through correspondence and visits, with the NIER staff members.

Earlier on I linked myself to a stage hand. If a UNESCO-NIER activity was a theatrical production, then it was my privilege to have observed and learnt how the directors and producers got together and discussed the concept and theme; how details of the play were worked out and the cast selected and invited; how the financial requirements were estimated and resources allocated; how the props were designed and put up. The audience, i.e., the

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participants, would see the finished product, but the people behind the scene shared every moment, sometimes glorious, sometimes anxious, of the total process, including feed-backs for further improvements. Thus there were memorable events, anecdotes, experiences, friendships, both professional and personal, that I registered in my memory throughout my working career, which are then cherished throughout my life.

In this commemorative publication, no doubt other articles and data will provide official references and records of the academic and technical aspects of the UNESCO-NIER Regional Programme. I would only briefly mention that the range and scope of its activities are vast and varied, covering all educational levels and domains. This is due to the fact that the themes of the activities are selected on the basis of emerging trends and needs as identified through previous meetings and discussions with the Member States. Hence the relevance and timeliness of the selected topics. In addition, the philosophy behind deriving the themes of NIER's actions manifested NIER's *care* for problems and needs of other countries in the region.

It is perhaps worthwhile recording here that NIER was the first research institution in this region to have taken up the issue of educational goals, aims and objectives at the regional level, and has hence focused attention on this vital topic until now.

What is not recorded in publications, but imprinted in my memories, is the human aspect of NIER which, in my view, is an important as the academic and intellectual inputs. My reminiscence will therefore bring back happy memories of *little things that mean a lot* to me.

I remember the first time I had to undertake an official mission alone to NIER in Tokyo in 1978. The joy of going to Japan was great; equally great was the anxiety of travelling alone to a country where one was an illiterate. The anxiety was soon dissipated. My good friends at NIER seemed to sense my feeling. They immediately sent me detailed information, including route maps, how to proceed from Narita Airport to the Tokyo Air Terminal and the cost of the bus fare; where to find a taxi stand; a slip of paper with the phrase "Please take me to ... Hotel" in English and Japanese; also where to cash travellers' cheques and the current rate of exchange. I was able to find my own way from the distant airport to the hotel without having to utter a single word to anyone, in any language! These first two hours in Japan raised my self-confidence a great deal.

Of course on arrival at the hotel reserved for me, the reception desk immediately produced NIER's letter of welcome, list of all invitees, and against each name the time of arrival and the hotel room number already assigned in advance. I was duly impressed by the extreme care taken by NIER to facilitate the check-in procedure. When a person arrives tired and with a language handicap, it is most reassuring to find prompt service and courtesy. In the letter of welcome, NIER also informed of my schedule for the next 24 hours. This was a great relief, and I was able to have a good night's sleep on my first night in Tokyo.

I mention all the meticulous care and considerations on the part of NIER here and also later on because I would like to acknowledge that they served as models for me when it was my turn to welcome visitors to my office.

On subsequent occasions when I joined other participants to attend NIER meetings, we all experienced further acts of hospitality. Elsewhere, on the first day of a meeting, the participants might have to find their own way to the meeting site. Not so with NIER. An NIER staff would come to our hotel very early to check who had arrived and who had not. He would then explain in detail how to walk to the bus stop; how to purchase tickets; how to board a bus and pay; how many stops in between before alighting from the bus; even how to spot a landmark before the final stop so that one would ring the bell in time for the bus to stop! Moreover, on that first day, our NIER friend would escort all of us all the way to NIER, so that at the other end we would know how to walk from the bus stop to NIER.

Great care was taken by NIER to reserve for us a moderately priced hotel near a direct bus route to NIER, and also near several coffee shops and noodle shops. There was even a super-market and a shopping arcade in the vicinity. We were delighted to find even a small place where breakfast was served very early in the morning. This helped us not to have to take our meals in the hotel where dining tended to be elaborate, time-consuming and expensive.

Provided with such facilities and conveniences, I immediately settled down comfortably every time I visited NIER. It so happened that on all occasions when I was there, it was in the middle of winter. (This, by the way, was my perennial complaint to my NIER friends, since one of my dreams was to admire cherry blossoms in Tokyo in spring, and it has not yet been realised all these years!). There was no need for me to go far in that cold weather to get my meals or things I might need. There was thus a sense of comfort and security, which was psychologically important when there was official work to be done throughout the day and sometimes at night as well.

Let us continue our way to NIER itself. My first impression was that it was not an imposing building, but rather a compact and functional one. The work ethic was very high - hence there was a very quiet atmosphere conducive to work. Our meeting room and lounge were bright and cosy - not too large or luxuriously furnished. This was, I believe, a blessing in disguise, since all of us felt relaxed and immediately formed a close-knit group.

There were 3-4 staff members of NIER handling all the work for the UNESCO-NIER Regional Programme, both professional and administrative. Even the typing work required during a meeting at NIER was done by this core team. It was indeed an exemplary case of *small but efficient* secretariat with a strong team spirit that got things done.

Through a well-planned system of staggering the drafting, typing and editing work, NIER was

able to produce the preliminary draft report of a meeting the day before the participants left for a field trip outside Tokyo. Those of us who have attended an NIER meeting would recall how we were asked to go through the draft report and give suggested comments and suggestions on the morning before we went to the railway station. This, I thought, was an excellent strategy. First, we all would like to complete our official assignments in connection with the meeting before the trip so that we could enjoy it without a nagging sense of not having done our job. Secondly, with our hand-written suggestions handed over to the NIER secretariat staff, they had time, during our absence, to incorporate changes in the report in time for our return to Tokyo for final discussion. As far as I recall, over the 20 years or so that I had been actively involved in the UNESCO-NIER Programme, NIER had consistently presented final drafts of all its report for the participants to hand-carry with them back to their countries.

To me personally, NIER colleagues showed their thoughtfulness and friendship and made me feel one of them. These happy instances flashed through my mind: the cough mixture to cure my sore throat, prescribed by the doctor wife of an NIER friend with a full guarantee of no allergies of no side effects; on noticing that I was busy with my work and probably had no time for shopping for my nieces, another NIER friend quietly arranged for his wife to give me gift items for children in the form of Sanrio knick-knacks that they liked;. on learning that one of my hobbies was making pictures out of dried leaves, my NIER friend asked his mother to collect beautiful dried maple and cherry leaves and sent them to me in Bangkok through another NIER staff.

There was many other occasions when I deeply appreciated NIER's warmth and hospitality shown to me by NIER's directors, whom I had the privilege and pleasure to meet; the NIER professional staff at all levels who ensured that my visits to NIER were both fruitful and enjoyable; the charming ladies in charge of coffee and tea at various meetings who kindly noticed what kind of biscuits and sweets we liked and served us more of them on the following days. Theses little touches of friendship mean to me as much as the intellectual stimulation and knowledge acquired in my involvement in the UNESCO-NIER Programme.

I personally believe that the thoughtfulness and courtesies extended to me, and no doubt to other colleagues of mine at UNESCO Bangkok, have considerably strengthened the bond of continued friendship, which in turn contributed towards the success and longevity of the UNESCO-NIER Programme. For how can a regional programme achieve its objectives if not through the spirit and good will of the personnel in the partnership process? NIER's *care* shown to individuals like me is congruent with the *care* in responding to the needs and problems of the Member States. NIER has continued to be a caring institution with caring personnel in the Buddhist sense of *Metta* and *Karuna*.

The long-lasting impression of NIER is that of hard work, commitment and dedication. It is not simply the word, but the action that manifests NIER's determination to push forward the

frontier of knowledge and understanding, and to strengthen the co-operation and friendship among nations. Thus the two partners of the NUESCO-NIER Regional Programme share a common purpose - to serve the society through the sharing of experiences and mutual respect.

On the auspicious occasion of the thirtieth anniversary of the UNESCO-NIER Regional Programme for Educational Research in Asia and the Pacific, may I extend to NIER and its staff my very best wishes for success in the years to come.

APEID and NIER
- Meeting the Challenges and Opportunities of the Present and the Future -

Rupert Maclean*

1. Introduction

This year - 1997 - marks an important milestone in the development of regional co-operation in educational research and innovation and development in the Asia-Pacific region. It is the 30th Anniversary of the successful launching of the regional programme on research in education by the National Institute for Educational Research (NIER) of Japan.

On this auspicious occasion, in addition to celebrating the success of NIER as a centre of excellence and a major influence in promoting high quality, policy-oriented educational research (and publications) that have contributed to a better understanding of education problems and issues in the Asia-Pacific region, it is also appropriate to recall the close co-operation and collaboration that has developed between NIER and UNESCO's Asia-Pacific Programme of Educational Innovation for Development (APEID) over almost a quarter of a century.

I plan to commence this article by describing and examining the work of APEID in promoting educational research and innovation in the Asia-Pacific region. I will then go on to discuss the various ways in which NIER and APEID have worked together in close partnership over the years to assist countries in the Asia-Pacific region in meeting the educational challenges and opportunities of the present and the future.

The Asia-Pacific Programme of Educational Innovation for Development (APEID) was launched in 1973 at the recommendation of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia (Singapore, 1971), and by authorisation of the General Conference of UNESCO at its 17th session (Paris, 1972). Thus APEID, and its Secretariat, the Asia-Pacific Centre of Educational Innovation for Development (ACEID), are now in their 25th year of service to Member States.

The fundamental mission of APEID, as part of the UNESCO Principal Regional Office which serves 43 Member States in Asia and the Pacific, is:

> to contribute to sustainable human development, poverty eradication and greater equity (underpinned by tolerance, human rights and a culture of peace) through the design and implementation of education programmes and projects, mainly at the

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post primary level of education, which stress *educational innovation for development.*

APEID mounts these programmes and projects in close consultation and collaboration with Member States in the region within the framework of the UNESCO Medium Term Plan and under the umbrella of UNESCO PROAP's overall mission in the Asia-Pacific region.

APEID has a network of 199 Associated Centres in 29 countries throughout the Asia-Pacific region to assist in the implementation of programme activities.

APEID's programme areas are determined in consultation with UNESCO Member States, the major programme areas for APEID's Sixth Programming Cycle (1997 - 2001) being: secondary education; teacher education; higher education; technical and vocational education; international, moral and values education; educational technology and science education; research and innovation; provision for the education of disadvantaged populations, including special education; and environmental education.

In addition to working closely with Member States, within the overall education programme and framework of UNESCO PROAP, APEID works closely with other UNESCO Offices, other UN agencies and NGOs.

2. Development Context

The Asia-Pacific region, which is both vast and diverse, contains 63 per cent of the world's population.

It continues to be home to a very large and significant proportion of the world's illiterates. At present there are estimated to be 885 million illiterates around the world. Of this number, the share of the Asia-Pacific region is 625 million, which is 71 per cent of the world's total illiterates. Of the 625 million illiterates in Asia and the Pacific, 406 million (or 64 per cent) are girls and women.

According to UNESCO's *World Education Report*, it is estimated that in the year 2000 there will be 148 million out-of-school children in the 6 to 11 year old age group in developing countries throughout the world and of this total it is estimated that 50 per cent will be in the Asia-Pacific region. It is estimated that 64 per cent of the Asia-Pacific total of out-of-school in the 6 to 11 age group will be in Southern Asia.

One major segment of the population who are particularly adversely affected are girls and women. There are also large numbers of illiterate adults, youth and unschooled children who live in remote and isolated rural and difficult areas, many of whom belong to ethnic minorities and socio-economically disadvantaged sections of the overall population. In addition there are

street children, children in depressed urban areas and those with various disabilities who require special educational attention in most countries of the region.

As countries in the region rapidly approach what has been called the "Dawn of the Asia-Pacific Century" many of them are undertaking a critical reassessment of their education systems. The reason is that education systems do not exist in isolation but function to serve the changing needs and evolving priorities of the societies in which they are located. As these needs and priorities change so it is necessary to make adjustments to the education systems of the countries concerned.

In both developed and developing countries in Asia and the Pacific region governments and others with an interest in education are exploring innovative solutions to key concerns such as: the most cost effective ways to expand access to education; improving equity; and improving the quality of education outputs while at the same time maintaining the quantitative expansion of education systems to cope with an increasing demand for their services.

Given the relatively high cost and current inadequacies in providing education services, governments are seeking ways to improve both the internal efficiency of education systems, to ensure that limited resources are put to the best use, and external efficiencies, to ensure that the products generated by the content and processes of the education system best satisfy economic and social requirements.

The absolute priority of the new global society that is emerging is education of a type that empowers the individual and which passes on the existing stock of knowledge, skills, values and experience that have been built up over many years, while at the same time educating people in ways which enable them to adapt to a rapidly evolving info-technological society, cast in a globalising scenario.

Some key issues which emerge are:

- What should be the education philosophies, content, processes and organisational structures, as countries in a framework of change and development plan for education for the 21st century?
- How can the move to lifelong 'Education for All' be best accommodated so that it is futuristic, relevant, learner centred and flexible?
- What form or forms should the fundamental redefinition of the relationship between education, employment and social life take?
- How best to accommodate the changing role and demands placed on teachers, which has implications on their recruitment, training, reward structure and the development of a new teacher profile.

The ways in which these issues are addressed will not only influence the characteristics of education systems but also those of the societies in which these systems are located.

Perhaps more than ever before, education and schooling are seen as being essential contributors to economic development and key sources of influence in helping overcome development related problems. However, while there is a strong belief amongst countries about the value of education, there is, at the same time, some widespread dissatisfaction with the quality and effectiveness of what currently occurs in education systems. Thus, countries continue to seek assistance in finding creative solutions to prevailing education problems, partly through learning from each other through the sharing of experience.

3. APEID in Action

In keeping with the various development related changes that have occurred (and still occur) within the Asia-Pacific region, countries continue to place great emphasis on the importance of *educational innovation for development.* As a result, the purposes of UNESCO's Asia-Pacific Programme of Educational Innovation for Development (APEID) remain just as fresh, important and relevant today as they were when the programme was founded 24 years ago.

APEID aims to help Member States strengthen their capabilities and self-reliance, at the national, sub-national and grassroots levels, for the creation and use of educational innovations to solve educational problems for the realisation of national development goals. The programmes developed to achieve this purpose are based upon the sharing of experience between countries to help achieve educational innovation for the economic, social, cultural and political development of the countries in the region.

In order to achieve this purpose, APEID has four key objectives:

- To promote an awareness of the need for innovation and the possibilities for change;
- To stimulate an understanding of the process and practices of innovation, and to identify and stimulate innovative activities and co-operative action amongst Member States, with a view to encouraging the systematic experimentation and adoption of educational innovations in response to the problems associated with development;
- To assist the Member States in strengthening on-going national programmes which are developing innovative, indigenous techniques for dealing with one or more aspects of development-orientated education in terms of personnel, techniques and management capacity; and,
- To encourage the inter-country transfer of experience and technical co-operation, particularly through exchange activities, advisory services and dissemination of information.

During the many years of its operation, APEID has succeeded in helping to develop high-level commitment to educational change, in providing a model of institutional collaboration, an opportunity for individuals from different countries to meet and share their knowledge and experience and in generating significant innovative processes within countries. There are visible indicators that national authorities are committed to educational innovations for development, and numerous APEID publications also report on national innovations arising as a result of APEID's initial support, in terms of technical backstopping.

In the words of Professor Stacey Churchill from the University of Toronto, who undertook an independent evaluation of APEID:

> *"APEID has had a major impact in its (Asia Pacific) region and, through other networks, in other parts of the world. This impact has been the stimulus for changes in laws and educational structures, curricula, curriculum materials, administrative procedures and almost every imaginable aspect of educational practice."*

Despite the continuing success of APEID activities, these are increasingly difficult times in which to operate, due to funding cutbacks and staffing shortages. Thus there is a need to explore more cost effective and innovative ways to achieve our aims. There is also a need to seek outside funding from other sources, such as government departments and private enterprise, and to sell our consultancy services to other multi-lateral and bi-lateral aid agencies.

At a time of reduced funding, we must critically assess our modes of operation to ensure that maximum benefits are obtained from resources and that the most effective services are being provided to our Member Countries. Thus, APEID itself needs to find new, more creative ways to achieve its mandate to assist Member Countries further develop their education and schooling systems.

In the future, change and development will continue to define both the trends and the tasks facing APEID. This means that preparing for a future that is being shaped by change is an essential element of the strategy for educational development. Many new aspects are very much now in all the settings - classrooms or work places - where education and training take place. The implications for reorienting the Asia-Pacific Programme of Educational Innovation for Development (APEID) include the following:

- APEID should be **visionary** in orientation;
- APEID should sensitively reflect the development context and the imperative of regional co-operation in order to keep its work **relevant**; and
- APEID's modes of action should be **flexible** in order to respond to change.

It is only through such a reorientation of activities that, as we fast approach the dawn of the

21st century, APEID can look forward to the reinforcement of its *leit motif.* To achieve this APEID cannot be complacent about what it has been doing, but must search for appropriate solutions to the problems arising in a rapidly changing region, and seek guidance from what has worked in the past.

APEID continues to subscribe to the view that if education is to contribute to national development and to the personal enrichment of individuals, it must be both creative and innovative. Through creativity, novel ideas may be transformed into useful programmes that help overcome obstacles

4. The APEID Network

Many of ACEID's activities are developed and implemented through utilising a network of 199 co-operating Associated Centres (ACs) located in 29 member countries throughout the Asia-Pacific region. Although the idea of sharing knowledge and experience through networks has now become commonplace, this was a new and highly innovative idea when APEID established its regional networks of Associated Centres in 1973.

The term Associated Centre, at present in use, is a general one and covers a variety of institutions with a wide range of functions. There are Associated Centres in each participating country which were specifically brought into association for their participation (as host or beneficiary) in the regional or inter-country activities.

The network of Associated Centres are intended to be elements of the concerned country's internal and national-level organisations, and the basis for networks at the national level that can involve others working in the normal structure of the education departments. They receive publications and other materials from the regional sources but clearly are intended only to be assessed or judged as far as ACEID is concerned in terms of their direct participation or otherwise in regional and national activities.

These Associated Centres are institutions of a Member State or an inter-governmental body of Member States which are associated with APEID at the request of the concerned governments. They join APEID to contribute to and benefit from the exchanges of insights, skills and expertise promoted under the programme. Increasingly, the Associated Centres have assumed the role of co-ordinating other national projects in the area which is the particular responsibility of the Associated Centres. The APEID-related functions of the Associated Centres include:

- Sharing of innovative experiences with other ACs in the network;
- Organising national, sub-regional or regional APEID activities, such as training workshops, seminars, development of instructional materials, and review of

experiences;

- Participating in the design, conduct, evaluation and follow-up of the inter-country/inter-project visits and studies;
- Participating in the exchange of personnel with other centres;
- Facilitating the dissemination and exchange of information on educational innovations related to development; and
- Co-operating with other centres in projects of mutual and common interest.

ACEID is currently reviewing the role and functions of ACs with a view to finding effective ways of rejuvenating this network at a time of severe funding constraints (UNESCO-APEID, 1997).

5. Spotlight on NIER

NIER has been a 'light house' institution over the past 30 years which has made a very significant contribution to educational research and development world-wide, but particularly in the Asia-Pacific region.

Given the space restrictions of this short article it is not possible to do justice to all the ways in which NIER has contributed to education in the region over its illustrious 30 year history, and so only some examples will be provided here to convey the essential flavour of NIER's significant work over three decades of service to the education community.

In Japan there are six APEID Associated Centres which are amongst the most active in the APEID AC Network.

Since 1967, NIER has been undertaking **workshops and seminars** in co-operation with UNESCO, the early meetings being educational study sessions conducted under UNESCO's direction, with participants from countries in the Asia-Pacific.

NIER officially became an APEID Associated Centre on 23 December 1977. Since that time NIER has been one of the most proactive APEID Associated Centres and has taken on a leadership role in promoting education developments in the region.

Higuchi (1995, page 2) comments:

> "With the creation of APEID in 1974, the character of the meetings, as an NIER activity carried out in co-operation with UNESCO, underwent a major change. NIER-sponsored workshops and seminars were no longer dominated by lectures and training, but instead assumed the character of joint study meetings, in which

> participating countries could learn from each other through an exchange of information and experiences. In other words, the major characteristic of APEID was one of mutual co-operation, whereby the participating countries of Asia and the pacific could study and learn together on the basis of equality.
>
> One of the most enjoyable features of APEID related work was being able to exchange ideas, work together ... with many education specialists from the Asia-Pacific region."

In casting one's eyes over the various topics that have been examined at NIER-sponsored **regional meetings** within the framework of APEID over the years, one finds that there are some topics and fields of education that have attracted special attention. Of the 46 APEID related meetings organised by NIER since 1980, the particular topics examined were: educational research (7); secondary education (6); science and technology education (6); mathematics and computers (4); elementary school curriculum (4); educational achievement (3); moral, values and ethics education (3); technical-vocational education and the world of work (3); teachers and teacher education (2); environmental education (2); foreign language teaching (1); non-formal education (1); linking home and school (1); and, education information (1). In addition there were two planning meetings.

Thus more NIER-sponsored meetings have been devoted to examining various aspects of educational research than any other single topic. This is not unexpected since NIER has always played an important leadership role in the Asia-Pacific region in promoting educational research, and in strengthening the relationship between educational research and improved educational practice and policy making. This interest in trying to ensure that educational research is relevant to improving educational practice, and that policy makers have the benefit of good educational research to draw upon when making their important and influential decisions has been long standing and continues to this day. For example, NIER organised a Regional Seminar for Training of Young Educational Researchers (1981), a Regional Workshop on the Development of Research Concerning the Implementation and Evaluation of Reform of Educational Content and Methods (1982), a Regional Seminar on Educational Research with Special Reference to the Exchange of Research Outcomes in Asia and the Pacific (1983), a Regional Seminar on the Contribution of Inter-disciplinary Research to the Development of Education in Asia and the Pacific (1984), and a Regional Seminar on Educational Research in Asia and the Pacific (1989).

A particularly important event in this regard was the International Meeting on Educational Reform and Educational Research: New Challenges in Linking Research, Information and Decision-making which was organised by NIER in collaboration with UNESCO's International Bureau of Education (IBE) in Tokyo in 1995. This meeting brought together the Directors of Educational Research and Development Institutes from 19 countries, world-wide.

NIER is a proactive organisation. The figures speak for themselves, for since 1980 NIER has organised 46 meetings under the umbrella of APEID programme activities. A total of 748 foreign participants have attended these regional meetings, 701 being from countries in the Asia-Pacific region, and 47 from various regional and international organisation such as UNESCO, IBE and SEAMES.

In addition to NIER-sponsored meetings under the umbrella of APEID activities, NIER has also organised meetings with other members of UNESCO such as the International Bureau of Education (IBE), Geneva; and the International Institute for Educational Planning (IIEP), Paris; UNESCO Institute for Education (UIE), Hamburg.

Apart from organising numerous significant meetings, NIER staff have been involved in conducting numerous **research studies** over the years. Examples include a study on students' acquisition of basic knowledge and skills in academic subjects; a comprehensive study on educational planning in a lifelong learning society; the computers in education study; the international mathematics and science study; and, comprehensive research on reform of the school curriculum.

NIER also produces several important publications.

The **NIER Newsletter** is published three times a year in order to report on the various regional meetings organised under the umbrella of APEID programme activities, research studies undertaken and on other events that occur as part of the UNESCO-NIER Regional Programme for Educational Research in Asia and the Pacific.

Each issue of the **NIER Newsletter** contains a key article by the Director-General of NIER on important aspects of education in the region, with particular reference to Japan. The broad range of topics dealt with in recent years in these key articles by the Director-General of the day demonstrates well the wide range of interests of NIER, and the fact that this is an organisation very much concerned with trying to improve educational practice.

Topics include: religious education in schools; schools afflicted by bulling; the mental health of teachers; internet and schools; educational targets for the 21st century; increased flexibility in school education; the issue of decentralisation; the self-checking and self-evaluation boom; reform of upper secondary education; towards a life-long learning society; back to basic issues in education; lessons that make children think; reform of higher education; and, issues in secondary education.

NIER is also active in producing other publications in English on the various regional meetings sponsored by NIER, and **Occasional Papers** on key education topics and on the various research studies with which NIER is involved. These publications, which are available freely on request, have made a significant contribution to expanding NIER's sphere of influence amongst

educational researchers, policy makers and practitioners in the Asia-Pacific region and beyond.

As a major education research centre in the Asia-Pacific region, NIER receives a steady stream of visitors who want to briefed on current research projects, and to use the excellent NIER library. Whether these visitors are Ministers for Education, officials from UNESCO National Commissions, researchers and curriculum specialists in various fields, educational administrators, teacher educators or school level administrators and classroom teachers they always receive a warm welcome at NIER, whose staff are renowned for their generosity in assisting such visitors.

On a more personal note, since I became the Chief of ACEID in May 1993, I have had frequent dealings with the staff at NIER. In this regard, I have always been most impressed by their high level of professionalism and dedication in providing the highest possible level of service to UNESCO, its Member States and to others interested in educational research and development.

I have personally become well acquainted with both the current Director-General of NIER, Mr. Yukihiko Hishimura, and his predecessor Mr. Hiromitsu Takizawa, and have benefited considerably from their extensive knowledge, experience and wisdom with regard to their insightful analysis of contemporary education issues and concerns in both Japan and throughout the Asia-Pacific region.

My most frequent contact with NIER has occurred with those working in NIER's Section for International Co-operation: the Chief of this Section, Mr. Ryo Watanabe, and researchers Mr. Taro Numano and Mr. Yoshiyuki Nagata. We have worked closely together to organise several regional meetings at NIER, under the umbrella of APEID programme activities. I would like to put on record my great admiration for the professionalism and hard work of these three gentlemen, who have become close friends as well as professional colleagues. There is no doubt in my mind that the substantial success and influence of NIER over the years in their dealings with UNESCO and others is largely attributable to the excellent and enlightened leadership provided by successive Director-Generals, and by the high calibre of those working in NIER's Section for International Co-operation.

6. Conclusion

Mr. Nobuya Higuchi, an educational researcher at NIER for over 16 years, who left NIER in April 1995 to start a new career as a university professor, spelt out the special relationship that has existed over the years between NIER and APEID, and the contribution of APEID to education development in the region, in an article entitled 'Farewell Greeting to the NIER and APEID' published in the **NIER Newsletter** of March 1995 (Vol. 27, No. 1). He writes (page 2):

> "The achievements of APEID to date result, I think, from the shared feeling among

> all countries of the very important role played by education in the development of each country ... the concept of *educational innovation* pioneered by APEID has resulted in the widespread dissemination of a flexible way of thinking about innovation. This concept breaks with the Western way of thinking, which defines progress and reform in terms of 'continuous enhancement', 'increasing complexity' and 'increasing affluence."

Higuchi continues (page 2):

> "Turning now to the concept of development, what new ways of thinking has APEID created? I believe that a way of thinking that defines progress and growth in terms of the weak becoming stronger and the poor becoming richer is a corrupt one. I think there is a need to rethink the way of defining development and to move towards a definition that includes the Eastern concept of sharing and caring, whereby the weak can coexist with the strong and the rich live together with the poor."

APEID education programmes at UNESCO PROAP have, for the last quarter of a century, been a catalyst and change agent for educational development in the Member States of the region. It is important that a close dialogue is maintained between UNESCO PROAP and Member States so countries can indicate directions for the various education programmes to best facilitate the process of educational renovation and reconstruction to help countries in the region adequately prepare for the future, with particular reference to the role of educational innovation and research as a pre-requisite for coping with educational needs in the next century and beyond.

APEID is honoured and privileged to have been closely associated with NIER over past years. We greatly value that relationship and so it is to be hoped that as NIER celebrates its 30th birthday and APEID approaches 25 years of service to Member States, that both can look forward to even closer collaboration and co-operation in the years and decades ahead, as we approach a new century of service for countries in the Asia-Pacific region.

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The Beginning of APEID and NIER

Kihei Koizumi*

Ten years have already gone by since I recalled NIER's twenty years' involvement in educational co-operation in Asia and the Pacific area and wrote about my memories of the early days of the programme. On hearing that the memorial publication for the thirtieth anniversary is now in progress, I am taken aback by how fast time flies. I am very glad to read and hear that NIER's international co-operation programme has grown and spread worldwide, beyond Asia and the Pacific area. At the same time, I cannot help hoping that more activities and contributions will be attempted with NIER's role in this area becoming more significant.

I re-read the memorial publication of ten years ago and once again felt emotional on doing so. There were several things which I could not write then and later regretted that I had not included them. Fortunately for me, I was asked to write for memorial publication again this time and willingly agreed to do so.

The very first thing I would like to write about is the role of NIER and the contribution it made when Dr. Raja Roy-Singh of UNESCO's Bangkok Office established the Asian Programme of Educational Innovation for Development (APEID) more than twenty years ago. I have personally believed that this was the most significant matter to be remarked in NIER's history of international co-operation.

One day in the early summer of 1974, our Director-General, Dr. Hiratsuka received a telegram from Dr. Roy-Singh in the Bangkok Office. He asked Dr. Hiratsuka to send me to Bangkok because there was something important to discuss. However, there was no mention of the topic. That was the first time that we received such a request.

Up to then, it was usually we who contacted experienced experts in the Bangkok Office in order to promote NIER's regional co-operation programme. I went to Bangkok with Dr. Hiratuka's instructions that NIER was glad to co-operate as much as it could.

Since the establishment of NIER's regional co-operation programme, I often visited the Bangkok Office, sometimes with Dr. Hiratsuka and at other times by myself, in order to attend regional meetings and I always felt happy with Dr. Roy-Singh's warm and kind hospitality. It was my pleasure as well to think that his hospitality comes from his trust in and expectations of NIER. So I was always happy to visit Bangkok.

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As soon as I arrived at Bangkok, a meeting with Dr. Roy-Singh and officers of ACEID which was the centre of APEID started. I learned about the financial difficulties which they were facing in their attempt to conduct the first main project of APEID. They requested NIER's co-operation.

It may be necessary to explain briefly about its background. According to the Karachi Plan which was approved at the Eleventh General Conference of Unesco in 1961, the Bangkok Office and other regional educational centres had been established in order to implement regional co-operation programmes. They had been working on projects in the area of education to accomplish goals set up by the Karachi Plan. However, financial support by Unesco to individual centres was limited to the first ten years. After these ten years, co-operation programmes were expected to be continued with the support of the governments of countries where these centres were located. In reality, this was considered impossible.

In such circumstances, Dr. Roy-Singh had been making efforts from a very early stage of this programme to start UNESCO's new regional programme which would enable existing projects to continue and new ones to start. The establishment of APEID was the result. I was greatly impressed by Dr. Roy-Singh's remarkable work. I also remember that Dr. Hiratsuka expressed Japan's intention to co-operate actively with APEID in the education committee of the Unesco General Conference which was held in Paris.

APEID asserted educational innovation as if it had been its slogan and a Regional Field Operational Seminar on Educational Innovation was being planned as APEID's first main regional project. APEID was planning an ambitious programme. In the programme, participating countries in the whole area were expected to discuss whether educational innovation should be implemented or not and how and in which process it should be implemented on the basis of the observation and study of examples of educational innovation in main countries in the area.

Their largest problem was the shortage of funding for air fares for participants from individual countries. Then the Unesco Office had an idea. The idea was that all participants of this programme would visit Japan after the conference in Bangkok in which case return airfares for participants to fly to Japan would be paid by NIER. Then the Bangkok Office would have to pay only the additional fares for visiting Bangkok and other countries which would enable them to keep the cost of the programme down.

For NIER, paying airfares for participants to attend a Seminar held in Japan was no problem at all. However, this arrangement meant that NIER had to hurry to organize a new seminar on educational innovation which had not been planned till then and had to arrange a study visit on educational innovation. This could have been problematic for NIER. Although the suggestion was not an easy one to carry out, since Dr. Hiratsuka had expressed his desire to co-operate

willingly as much as he could, I promised that we would work out what we could do on the assumption that we would co-operate to carry out the whole APEID plan. Our official answer was reserved until then. I hurried back to Japan.

Dr. Hiratsuka himself came to meet me at Haneda Airport. As soon as we found a coffee shop in the airport, we went in and there I gave him a report of the meeting. Dr. Hiratsuka approved the new plan immediately by saying that NIER would be privileged to be given such an opportunity to co-operate. I sent a telegram to give our answer to Bangkok on the following day.

In the end, APEID's first main regional programme on educational innovation was organized into three parts as follows.

· 1st Part	(21 August - 21 September):	Observation and study of cases of educational innovation in main countries in the area
· 2nd Part	(2 - 7 September):	Discussion at the Bangkok Office
· 3rd Part	(10 September - 24 October):	Study visit, discussion and report-writing in Japan

In Japan in particular, twenty-five people including participants from fifteen countries and Unesco officials stayed for more than a month. Furthermore, they visited more than twenty schools and educational research institutions altogether which represented four areas: teacher training, school education, vocational education and educational technology. Even now, I believe that this was the largest programme in the history of NIER's international co-operation. This meant a demanding work load and need for careful consideration on the part of those who were in charge. The work was tough but thanks to the active support of many people at the Institute, we managed to successfully accomplish our task. People in the Bangkok Office were also happy about the result. I still remember that time as the happiest moment in my life and feel thankful for having been given such an opportunity.

Lastly, I would like to mention *the Report of the Regional Field Operational Seminar on Educational Innovation, Phase III* which was published by NIER. Two volumes on this APEID project as a whole titled *Interflow: Report of the Regional Field Operational Seminar on Educational Innovation*, including the above Report, were also published by the Bangkok Office.

International Co-operation in Education
- Unforgettable Memories -

Hiroshi Kida*

In July 1978, as soon as I succeeded Dr. Masunori Hiratsuka to the post of Director-General of the National Institute for Educational Research (NIER), I received a letter of congratulation from Dr. Roy-Singh, the former Director of the UNESCO Regional Office for Education in Asia and the Pacific. In the letter, he wrote about how influential and important NIER's contribution to regional co-operation programme on education in Asia had been during Dr. Hiratsuka's term of office. Probably with the idea of helping me to recognise NIER's role, he asked me to undertake a study visit in order to understand the situation in relevant countries for six weeks.

His letter arrived right after my appointment, so I had to limit the length of my trip to four weeks and the number of countries to four: Thailand, Malaysia, India and Indonesia. By so doing, I got his approval, and I visited key persons and facilities in these countries in February 1979, following the itinerary prepared by the UNESCO Office. That was a very fruitful tour in terms of learning about Asian countries. During the course of this tour, some dramatic changes took place in international relations. In the west, Shah Pahlavi of Iran was expatriated by Khomeini and in the east, war broke out between China and Vietnam. It said on the news that the Prime Ministers of Thailand and Malaysia were to hold crisis talks at the border. I sensed tension in the atmosphere.

However, once I was back in Japan, I found that the Japanese Diet was hopelessly going round and round in circles arguing over a bill on the name of the year in an era, while other bills were dropped without serious consideration. There were not many articles to be found on international relations in Asia in Japanese newspapers, and I could not help noticing the gap between the Japanese understanding of Asia and reality.

The UNESCO-NIER Regional Programme for Educational Research in Asia is a joint project of UNESCO and NIER. It was originally started as a response to the theme, 'educational research and curriculum' in educational development planning as represented by the Karachi Plan. It aims at improving the quality of educationists and strengthening strategies by establishing around NIER a network of the agencies and organisations of participating countries and organising workshops. The work was mostly started as a joint project between Dr. Masunori Hiratsuka who had a strong interest in UNESCO's work and Dr. Roy-Singh, the then Regional Director of UNESCO in Asia and the Pacific. Unless these two figures met, "UNESCO-NIER Regional Programme for Educational Research in Asia" would not have come to be known as

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what it is now: a programme with a worldwide reputation.

Soon after my taking office, a workshop on *pupil assessment in moral education* was held in which seventeen specialists from thirteen countries participated. After this we had three or four such meetings every year. We also had meetings attended by the directors of educational research institutes in member countries.

Since this was a co-project with UNESCO, discussions went on in UNESCO's official languages. Although mainly English was used, that was enough to make the task of the new Director-General who was not fluent in English difficult. Since NIER was the host, the Director of NIER was expected to play a certain role according to international custom. I, however, was hard put to it to cope with ceremonial addresses.

We often had to depend on Indian specialists for their accumulated knowledge and experience in research and educational activities. However, we could not expect there always to be participants from India. I thought that the participation of Australia and New Zealand would raise the quality of meetings and requested the New Zealand Ambassador to Japan Dr. Miller to send delegates. Thus we welcomed Dr. John Watson who was the then Director of the New Zealand Council for Educational Research (NZCER) and were privileged to be given his active support.

Around this time, UNESCO in Bangkok was extending its service to the area including Australia, New Zealand and the Pacific countries. Hence, our programme also changed its name to the UNESCO-NIER Regional Programme for Educational Research in Asia and the Pacific. I already knew from attending General Conferences of UNESCO that the division of member countries into areas was not an easy job. The process was complicated by its relevance to the number and proportion of officials in individual areas. Furthermore, it was also relevant to domestic conditions in member countries. In the case of Japan, matters related to Australia and New Zealand were the responsibility of the European and Oceanian Affairs Bureau and not of the Asian Affairs Bureau in the Ministry of Foreign Affairs.

It was likely that the activities with Asian specialists in this programme were not fully recognised by the executives in the area of diplomatic affairs in member countries because UNESCO activity was regarded as part of the multi-lateral activities under the UN umbrella. When I visited Canberra in Australia in order to attend an IEA (International Association for the Evaluation of Educational Achievement) conference, I was taken aback by the complaint of a Japanese Ambassador who said, "Japanese academics neither come to Australia nor invite Australian academics to Japan." Later when I was exchanging views with Embassy officials, I invited the Australian Deputy Minister of Education to join in the discussion of UNESCO activities in which both Japan and Australia were involved and the activities of NIER. This episode revealed the weakness of sectionalism in Japanese embassies where information

between two countries is treated mostly and multilateral information is treated lightly.

In the light of my experience with the UNESCO-NIER Regional Programme and APEID, I came to believe that there was no fundamental difference in the educational issues of individual countries despite diversity in educational achievement such as the length of compulsory education, the rate of proceeding to a higher school and the standard of people's knowledge.

Regarding school education, all countries share the structure: a teacher teaches pupils and students with teaching materials in order to enable them to acquire certain kinds of knowledge. How to train teachers, how to provide teaching materials and how to assess the results of learning are common themes. What school buildings are made of depends on the standard of living in individual areas and countries. School buildings which are made of reinforced concrete, and the provision of radios and television sets do not necessarily mean a high standard of education.

If the essence of education is, as Dr. Hiratsuka emphasised, to foster children's moral sense and to enable them to acquire skills to get knowledge in their social environment, then, it is unlikely that economic standards influence the essence of education. From Japan's own experience as well, we can never say that education today is better than education in the early Meiji period. Thus in each one of the themes which NIER has picked up for its programme for educational co-operation such as the primary school curriculum, maths education, science education, moral education and teacher training, we can never say Japan is superior to, or has anything to teach, other countries. We should be modest and should never forget how much we can learn from other countries.

Dr. Roy-Singh has shown how highly he values the results of the UNESCO-NIER Co-operative Programme by saying, "Educationists and educational researchers in Asian countries had hardly co-operated across national boundaries before. Even those in adjacent countries had known little about each other's educational system, problems and principles. The UNESCO-NIER Regional Programme enabled the educationists to get together and face collectively so many common problems. In this way, a community of educationists who know and understand common issues in the area developed in each country."[1]

I agree with him. However, I personally have some regret and some reservations regarding Japan's involvement in this programme.

My dissatisfaction was partly derived from the budgeting. As our government promised to

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[1] NIER, Educational Co-operation in Asia and the Pacific, October 1987, p. 63.

UNESCO, the cost of inviting specialists from Asian countries was budgeted for, but the cost of inviting Japanese counterparts was not. Moreover, since only the Japanese language is used in Japanese education, it was difficult to make the Japanese situation intelligible to participants even when they had a fruitful information exchange concerning other Asian countries. Our staff in charge made efforts to bridge this gap by organising school visits and so on. Despite all these efforts, I cannot claim that we were very successful in ensuring that Japanese experts contributed to the exchange of views.

Another source of my dissatisfaction was Japanese specialists' lack of interest in Asia. Japanese researchers tend to look in the direction of Europe and America. I wonder if they think there is nothing worth learning in Asia, only in Europe and America.

On the contrary, in order to think about the foundation of education, we cannot ignore the fact that Asian countries have problems that are increasingly in a similar way to Japan. Asia may be richer in interesting research problems. I hope that more Japanese specialists will take an interest in Asia in the future.

Apart from the theme of regional co-operation in Asia and the Pacific, it is necessary to mention another form of international educational co-operation by NIER: the international comparative research project co-ordinated by IEA (International Association for the Evaluation of Educational Achievement) of which NIER is a member.

In the autumn of 1978, the year when I took office, I was invited to take part by the Humboldt Foundation. On my arrival at Hamburg, I had an unexpected visit from Prof. Neville Postlethwaite at the hotel. I had no preliminary knowledge of this until he told me as the chairperson of IEA of his desire to carry out a second international study on children's achievement in maths and science.

The first study was carried out when Dr. Hiratsuka was Director-General. Prof. Postlethwaite requested Japan to participate in the follow-up study which he was planning to take place ten years after the original one. Participation itself I knew would not be a problem because Japanese children had recorded an outstanding result in the first attempt but I was very much taken aback by his request that Japan should pay for the international overhead cost.

He added that so far Sweden, Germany and the United States had financially assisted IEA's work and that Japan was well qualified to play this role this time as Japan was by now enjoying a healthy economy. Japan's success was a hot issue at that time as it had been written about in many books and there seemed to be no way to excuse myself, or Japan, from accepting this request.

In line with the previous study, time-consuming preparation such as the training of staff was necessary since the first study had been carried out in more than ten countries. NIER staff had

been sent to a university in Stockholm for a year as well. For the purposes of international comparison, careful preparation to avoid national and regional deviations caused by the nature of questions and their translation is essential. Collecting and making answer sheets also takes some time. There were answer sheets not only for pupils and students but also for schools and teachers so that intensive comparison would be possible.

Several years for preparation and a couple of years for the analysis of the results were essential and the cost of this part of the operation had to be borne by the IEA Headquarter and the international co-ordination centre. Hence, the first several years of my term were spent on collecting donations, in the order of fifty million yen. I learned a lot from this unexpected mission.

I should not write too much about this mission but I feel I must mention the kindness of Mr. Nihachiro Hanamura, the then Secretary General of Keidanren and Mr. Taichi Sasaoka, co-ordinator of Overall Planning and Co-ordination, NIER who was indefatigable when it came to actually collecting money.

This financial contribution to IEA was naturally accompanied by the obligation to attend the IEA Board of Directors twice a year despite the fact that no financial support for this part was available. We also sent NIER staff to specialists' committees.

After we finished summing up the national results of the second study of maths, I attended a meeting of the Board held at Enschede in the Netherlands. There, I was asked by a member of Dutch staff to take part in an exchange of views about national results of the Netherlands and Japan.

According to the average score for the sixth year primary arithmetic test operated in 220 classes in each country, Japanese score was eighteen out of thirty and higher than the Dutch score which was fifteen. However, the most significant difference was that there were no classes which recorded lower than ten in Japan, while there were seventy-five of such classes in the Netherlands. By contrast, in Japan, only sixteen classes recorded higher than twenty-one while thirty-seven did in the Netherlands.

It was reasonable for us to wonder why. I said, "*Japanese teachers plan lessons to suit children whose achievement levels are slightly lower than the class average,*" basing my answer on what I had heard from a teacher. My Dutch colleague was satisfied with my answer and said, "*In the Netherlands, teachers aim at pupils whose achievement levels are the highest. This may be our problem.*" I still remember this answer very clearly.

I am not sure whether it is right to be satisfied with such a simple answer. But it is probably fair to point out that in various policies including educational policy, Japan tends to aim at the average group while the Netherlands aims at the leading group. I see the influence of national

character in these different approaches. This incident made a great impression on me.

Please allow me to mention another activity apart from UNESCO-APEID. Somehow I was in a position which led me to the membership of the Board of Directors of ICET (International Council for Educator's Training).

I believe that it was in the autumn of 1978 that I had a visit from Prof. Kim Seong Il, the president of the College of Education at Jung-Ang University of Korea. He asked me to give a lecture on 'education in Japan' at the general assembly of ICET in the following August in Seoul. An audience of several hundred people was expected because leaders of teacher training colleges from all over the world were participating. There were not many Japanese member schools then, but he was expecting more Japanese participants since the assembly would be held in Seoul.

As a newly appointed Director-General, I was not familiar with the situation. But I know that I should not refuse this request. This was a request to give a lecture on education in Japan on a occasion leading figures in the field of teacher education world-wide would be assembled. How could the Director-General of NIER with its commitment to the internationalisation of education refuse such a request? I also gave the names of related Japanese institutions in order to help ICET to encourage participation by Japanese teacher educators.

Since I had been told that I could give my talk in Japanese since so many Japanese participants would be present, I was fairly relaxed at the prospect of attending the assembly. However, on the day, there were relatively few Japanese participants. All I could see was some familiar Asian faces from APEID related activities including Dr. Roy-Singh. I changed my plan and decided to read aloud the English version of my lecture which I had prepared in case something went wrong. Thus, I was able to accomplish my task in front of more than two hundred participants.

Despite some embarrassment, I managed to my relief to complete the job requested by ICET. However, my relief did not last long. In the officials' meeting after the assembly, they agreed that considering Japan's educational achievement the absence of Japan from ICET was undesirable, and they therefore recommended Japan to a directorship. There followed a request for Japan's co-operation as a member of the Board of Directors.

There was no way out. During my period of office as a member of the Board for two terms, I kept thinking about my responsibility to find an appropriate successor. I participated in general assemblies in Rome, Cairo and Mar del Plata in Argentina and became aware of the importance of selfless devotion in continuous participation in an international organisation.

In many cases, participation in international conferences seems to start from the expectation of achieving something useful. However, if this is the only motive, Japan cannot satisfy the

expectations people have for it worldwide. Japan can no longer continue to follow the examples of Europe and America. I recognised as a result of various experiences my responsibility for promoting Japanese contribution to a changed international environment and to publicising our view of its future.

Japan's role has changed both in APEID workshops, in IEA's international evaluation programme and in ICET. It no longer can fulfil its duties by simply being there and participating. Rather, we have to make active efforts to contribute as best we can in order to reach goals aimed at by international organisations. That would be the way to win other countries' confidence in Japan in the international community. We have to do our best to achieve this purpose in our respective fields.

It is rather stressful to join the management side of an international organisation. The cost for this mission may not be fully paid by the Government because of its rigidity in budgeting which does not allow unexpected expenditure. Nevertheless, it is a worthwhile task to make the effort to organise people from other countries.

The most satisfying thing about this work is that one gains a wealth of personal contacts and acquaintances all over the world. Most of all, we learn more by taking care of others than by simply participating. I personally share a number of pleasant memories with such acquaintances. I cannot list all their names here but would like to make special mention of Prof. Torsten Husén of Sweden for whose contribution to the foundation and development of IEA and whose true scholarship I have much admiration. With this happy memory, I would like to bring my words of encouragement for international co-operation to close.

Memories of Regional Programme of Co-operation in Education in Asia

Isao Suzuki*

The NIER started its co-operation programme in Asia in 1967 at the request of UNESCO. The programme commemorates its thirtieth anniversary this year. The fact that intellectual co-operation of Japan with Asian countries has continued over such a long period in this form is not common knowledge in Japan, but as one of those aware of its success I cannot help voicing my admiration for the programme and expressing my congratulations.

I succeeded Dr. Kida as Director-General of NIER in April 1985. Two years later, in 1987, we celebrated the twentieth anniversary of the regional programme of co-operation in education in Asia and edited *Educational Co-operation in Asia and the Pacific - 20 Years of NIER's Activities*. The editor of this report was given as simply 'the Section for Educational Co-operation in Asia' and no personal names were mentioned. Actually, this was the product of selfless efforts by Mr. Toshio Kanaya, the chief of the section, and his staff; Mr. Miharu Kajita, Mr. Ryo Watanabe and Mr. Nobuya Higuchi.

Ten years have now gone by since then. I expect that the report for the thirtieth anniversary will raise even further the reputation of the Institute with the accumulated results of important research exchange on top of the already highly valued report for the twentieth anniversary.

I recognised the importance of NIER's regional programme of co-operation in education in Asia when I was invited by UNESCO immediately after my assumption of office to an educational study visit in three South-Eastern Asian countries, namely Thailand, Malaysia and Indonesia.

Under the guidance of Mr. Ryo Watanabe from the Section for Educational Co-operation in Asia, I visited UNESCO Regional Office for Asia and the Pacific in Thailand, curriculum development centres, universities, primary and lower secondary schools and Japanese schools in these countries from the first to the fifteenth of October in 1985, for the purpose of observing programme of educational co-operation in Asia and exchanging views with those who were concerned.

The general impression I received was as follows.

There are indications that, as far as education is concerned, these three countries have common problems and are moving in the same direction to find a solution for these problems.

However, they vary greatly in social, economic, cultural, religious, ethnic and political terms and consequently no sweeping generalisations can be made.

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* Former Director-General of NIER (1985-1989)

The influence of Japanese school education can be found both as regards systems(6-3 school system and textbook authorization for example) and content (integrated learning in curriculum). How the influence manifests varies depending on whether the Japanese example has been followed on the basis of accurate information and from whom the information has been obtained. This has implications for the responsibility of researchers and officials in charge.

I also observed that NIER enjoyed a very favourable reputation as the result of its twenty-years' engagement.

In particular, requests were made for the Institute to take the initiative in the application of research results to educational planning.

Talking of educational planning reminds me of an unforgettable story which I heard from Mr. Hiromitsu Muta who was a former staff member of NIER and then living in Jakarta for his co-operation in educational statistics and reform in Indonesia. According to him, when there is no other way to discover a child's age which is indispensable in educational statistics, sometimes his/her age is decided on the basis of the child's dentition.

In Jakarta, I met Prof. Shin'ichi Ichimura of Kyoto University. I will never forget an impressive story about the difficulty he confronted with in his involvement in and contribution to Indonesian economic planning.

I understood that NIER in the future would need to pay more attention to delivering precise information on Japanese education and clarifying its view in the instruction in the exchange of researchers.

I was greatly helped by Mr. Ryo Watanabe's talent in foreign languages and rich personal contacts. I had been told not to drink tap water in South-East Asia. Ice should be avoided as well. So, I kept well away from whisky and water and fruit juice, and had to derive comfort from beer. However, in Indonesia, the last country in the tour, I had a slice of mango with ice when I was invited by Dr. Moegiadi. As soon as I got back to the hotel, I started taking antibiotics. We also enjoyed a durian which Mr. Muta brought in to the hotel. It was such an interesting fruit that I decided to bring several of them back to Japan as a souvenir. Mr. Hiranaka, secretary at the Japanese Embassy and Mr. Muta took the trouble to bring them to the airport. Despite all their efforts however the fruit was rejected at the check-in counter. I still remember my visit to South-East Asia with these pleasant memories and a sense of adventure.

I was subsequently able to turn this experience to good account in exchanging views with researchers and administrators visiting Japan as participants in NIER-organized seminars and workshops of the regional programme for co-operation in Asia and the Pacific.

In Japan now, education is carried out in accordance with the new educational curriculum. At

the same time, the investigation of primary and secondary education in the fifteenth session of the Central Council for Education is in progress. Not many words are necessary to explain the contribution of NIER to curriculum reforms in primary and secondary education in countries which have participated in its thirty years' regional programme of co-operation in education in Asia and the Pacific. Even for educational reform in Japan, the Institute's experience has many implications for approaches to and problems in subjects.

I would like to send my heartfelt congratulations to the Institute's educational co-operation programme in Asia and the Pacific and express my profound respect for the efforts of all who have supported this programme.

Memories of APEID Seminar

Hiromitsu Takizawa*

APEID Seminars are organized on a regular basis, twice or three times a year by NIER. In NIER where researchers lead rather quiet and monotonous lives, this seminar is an exceptionally happy occasion. It also provides an exceptional opportunity for researchers and administrators in the area of education in the Asia-Pacific region to meet together, discuss, exchange views and make new friends for two weeks. There is no need to write at length about the direct effect and indirect influence of the seminar. Every time the seminar comes to a close, the organizers feel satisfied with its success on hearing participants congratulate themselves for fruitful discussion and thank NIER for its hospitality. However, after the excitement has died down, thinking back over the Seminar has always raised some questions and uncertainty in my mind.

One such question was about the way the seminar was organized by the Institute. I could hardly say that the whole Institute made a considerable contribution to the seminar through planning, preparation, organization and participation. The Institute was mostly dependent on the Section for International Co-operation which was in direct charge of the seminar. One problem in the management of the Institute was that the research system was divided into so many small sections. Each section was responsible for a particular area of research and tended to have poor communication with other sections. Any problems arising in the organization of the seminar seemed to occur for the same reason. Since the Chief of the Section for International Co-operation was such a capable and energetic person and had no difficulty in fulfilling his duties, I must confess that I was totally dependent on his capability and kept postponing finding a solution to this situation without introducing any effective innovation.

The number of large-scale joint research projects with which the whole Institute needed to be involved increased later and communication between sections was gradually improving. The APEID Seminar itself has come to require institute-wide co-operation from every section in the Institute. Hence, there is probably a much better working environment now. In particular, the Institute now has as its Deputy Director-General, Dr. Maki, the former Director of the Research Department of Educational Management, who has also been deeply involved with UNESCO related matters. This implies that there has been further improvement in the Institute's support to the seminar.

With reference to this, I remember that I used to keep asking myself, without being able to find an answer, about the Institute's role in this Seminar. I understand that the purpose of the Seminar is the exchange of information and that the international exchange and transfer of

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excellent 'software' of education through participants is expected. However, is it sufficient for the Institute to organize the seminar and participate in it as a member?

That is the official role of the Institute in the seminar and it should not exceed its limit by imposing a 'developed country model' on to others. Nevertheless, I could not give up the idea of placing more emphasis on sharing information about the Japanese experience whenever I heard about the participants' great interest in Japanese education and thought about the meaning of holding the seminar in Japan.

The diversity of participating countries was another problem area when I considered the meaning of the seminar. How information obtained from the seminar is conveyed, matures and develops into actual education reform depends on domestic systems. The information may remain with the participant him/herself and may not be utilized further once the seminar is over. Diversity also requires considerable care in selecting seminar themes. International seminars often have difficulty in setting up a theme which is relevant to every participating country's situation and interest although the theme itself represents the most advanced view of the world education scene.

The involvement of UNESCO in this programme adds further complexity to these problems because questions about the Seminar are not irrelevant to UNESCO. These are matters which the Institute cannot solve single-handedly. Despite all these problems, the UNESCO Co-operative Programme of NIER celebrates its thirtieth anniversary this year. I cannot help being deeply impressed to hear this. If the thirty years' co-operation by NIER has made any contribution to educational improvement in countries in Asia and the Pacific, this in itself is a reward to be proud of. Furthermore, the network which has been built up among researchers in education in the Asia-Pacific countries is a rich resource for the Institute. I hope this programme will further develop with NIER's institute-wide involvement and thirty years' experience.

It is now three years since I retired from the Institute. I should not keep on reminiscing like this about my old and fading memories. That may get me into trouble later: I may be scolded by the Institute's staff. So, I am now closing my recollection with one final but so vividly remembered episode.

It is about the former conference room which we used to use for the seminar. I used to feel ashamed to welcome guests from distant places into our rather humble conference room. Please let me tell you a story about this room.

I was resigned to the fact that the NIER's buildings could hardly be called representative of a national centre of educational research. The conference room was no exception. However, when a room has no air-conditioner in hot weather, it makes guests from southern countries complain of the heat and causes difficulty in hearing the speakers because the windows have to be kept

open, it can hardly be regarded as an ideal venue for international conferences. I felt uneasy whenever I thought about what our guests who probably had certain expectations of the 'National' Institute for Educational Research of Japan would think.

When I was suffering from this uneasiness, an opportunity came. The State had been requesting the Institute to return its official staff residence to the State and we had to make up our minds without delay. The State seemed to have a policy to build apartments for the staff of different ministers to share and it was unlikely that the Institute would not accept this request. Since I had no choice but to return the official residence, I decided to ask for a new wing in the Institute including an international conference room instead. Thanks to the enthusiasm of the then Director of the General Affairs Department and his staff, we were able to overcome difficulties such as regulations on construction and negotiation with residents in the neighbourhood. We put our request in the budget and succeeded in gaining the approval of the Ministry of Education, Science, Sports and Culture for our plan. It was also fortunate for me that my former colleague at Tokyo University where I had worked as a senior official had moved to the post of chief examiner of Budget and Accounts Division in the Ministry and looked kindly on our plan. Thus, we got our new South Wing built with a fairly satisfactory conference room within the already crowded grounds of the Institute. Unfortunately for me, I had already retired from the Institute by the time the wing was completed.

I held the directorship of the Institute for exactly four years. I have many vivid memories of the APEID programme. I also had opportunities to visit Asian countries as part of UNESCO's Co-operative Programme. I was often deeply impressed to discover the profundity of educational issues which reveal various aspects depending on individual situation. I was struck by the great insight and penetration of educationists in individual countries from whom I learned about these issues. When, as often happened, I visited the UNESCO's Bangkok Office I was moved by the enterprise of the staff there who were always proposing new programmes for educational innovation in Asia and the Pacific despite their very limited numbers. I wonder where they are and what they are doing now. Will I be able to read about them in this memorial publication? I already feel excited at the prospect.

Thoughts on International Educational Co-operation

Toshio Kanaya*

The regional programme for co-operation in education in Asia and the Pacific commemorates its thirtieth anniversary this year, which reminds me that ten years have gone by since its twentieth anniversary. That seems to me as if it were only yesterday. We held the High Level Seminar on Education in Asia and the Pacific then, too. As far as I know, all those who attended the Conference have since retired or left the organizations to which they then belonged. I myself am one of them. Nevertheless, even since I left the Institute, the issue of international co-operation has always been a familiar topic of conversation for me and one which is often in my thoughts.

The basis of the programme for educational co-operation of NIER has been that it is planned and promoted in the arena of educational research. However, as you know, international educational co-operation is an area of considerable diversity. I believe that, although anyone who has been involved in such a process from the beginning will tend to overestimate the importance of what he has done, the role which the Institute's programme for educational co-operation has played in promoting the recognition and development of educational research in Asian countries cannot be ignored when we think about the educational development that has taken place in Asia in the latter half of this century. The Institute has also played an important role with its regional co-operation programme on education by promoting regional co-operation on education for educational development. Even so, I still quite often come across issues which make me wonder how much effect such co-operation per se has had on educational development and its progress in developing countries.

Nobody can claim that educational co-operation fails to contribute to educational progress in developing countries. There is no point in talking about the present state of education in Asian countries on the assumption that there has been no educational co-operation. Furthermore, there have been reports on cases which revealed the effect of international co-operation on education on educational development. If we look at international co-operation on education as a whole or as an emergency strategy, we can see its effect. However, some cases in individual countries confront us with the problem of how we as promoters of international co-operation on education can accept the facts that the adult literacy rate is less than 50% and even gross enrolment ratio is less than 70% in the poorest countries, even now that half a century has passed since the end of World War II and after 40 years of effort by UNESCO in educational co-operation for educational development in developing countries.

We cannot blame international co-operation on education for the slow rate of progress of

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education in these countries. It is clear that the problem is primarily that of individual sovereign nations. This is why we have to think about the meaning of international co-operation on education.

Economists often explain the process of economic *take off* in terms of accumulated capital and production powers including foreign aid which draw out the potential of a society for economic development. Such potential does not seem to exist in the world of education itself. The social environment around education may encourage the development of education but it seems unlikely that education itself has the social power to develop education and facilitate its progress. This may be the difference between the effect that development co-operation has on education from that which it has on economy. Indeed, even in the world of economy, there is no clearly positive answer to the correlation between aid and economic growth, not to mention the world of education.

Hence, when I see and hear about countries in which 70-80 percent of the educational budget depends on aid, I cannot help asking what the current form of educational co-operation is. I noticed that UNESCO's *1993 World Education Report* allocated a chapter to educational co-operation and discussed international co-operation on education. The Report points out that within these thirty years, sources of external funding to developing countries have shifted from bilateral to multilateral, in other words, to international organizations such as banks and foundations. The Report also points out that bilateral co-operation tends to take the form of technical co-operation, while funding from banks and foundations concentrates on buildings and materials. According to a Japanese report on Official Development Assistance (ODA), within bilateral ODA, 180 billion yen was allocated to educational aid in 1995 and more than half of it was used for technical co-operation such as the dispatch of specialists and Japan Overseas Co-operation Volunteers and the acceptance of overseas trainees. Most of the remainder was probably, although I cannot be certain, used as a grant for construction such as buildings and materials.

Various intentions should underlie the offer and acceptance of educational co-operation. The area in which educational co-operation is conducted, the form that co-operation is to take and the amount of funding may be decided according to the recipient countries' stage of development, problems and social conditions on the one hand and the donor countries' conditions and expectations on the other. For this reason, if we look solely at the content of educational co-operation as a whole, we may fail to see problems in educational development and needs for co-operation in individual recipient countries. Only if we examine individually educational co-operation in countries where educational extension and development is slow will questions about the effects and forms of educational co-operation emerge.

The educational situation in some of the poorest countries reveals fundamental problems such as poverty in society as a whole, ignorance of and prejudice against education and the lack of

social structure and mechanisms which enable educational initiatives to be implemented. It is obvious that these problems must first be tackled and solutions attempted, but outsiders may be shocked and discouraged by the sheer extent of the problems. However, an analysis of direct internal obstacles to educational development in these countries, based on the assumption that society has problems on a massive scale, indicates that the most fundamental problem is human resources. The lack of materials such as textbooks and classrooms is an important problem, but problems related to human resources such as teacher shortage, poor teacher training, inadequate remuneration of teachers and shortage of educational administrators with proper training may be the primary obstacle to educational progress and development.

Education is a human activity by which man grows man. It is also man who locates, extends and develops education in society. It seems impossible to obtain fruitful results from the activity of growing man by furnishing buildings and materials without solving problems related to man. Bearing in mind that there are various factors operating here, I believe that educational co-operation will not bear fruit in the form of educational progress and the improvement of human life in the so called poorest countries unless we have the courage to change the existing forms of educational co-operation in which the human factor has been neglected.

This argument is already familiar to most people in this field and it may be unnecessary for me to repeat it here. So, now we must think about why that area has been so carefully avoided. Problems may exist on both the donor side and the recipient side. However, as long as we stick to the existing conceptual framework about educational co-operation by saying "Education is basically a matter of the sovereignty of a nation", and "Educational co-operation can take place only when both sides are in agreement", I am afraid that educational co-operation will not reach those who really need to benefit from the results of co-operation. In the world of politics and economy, conditions for economic co-operation and funding are set up as something confronting national sovereignty. Or human rights issues are internationally tackled beyond national boundaries.

The right to education has been widely accepted as one of the basic human rights. Nevertheless, why can't people's basic human rights to education in the poorest countries where even basic education is unavailable be made an international matter beyond national boundaries?

Some may argue that it has already become an international matter and that that is why the World Conference on Education for All was held in Jomtien. My apprehension is that unless we change fundamentally our perception of international co-operation on education to the poorest countries, a second or even a third Jomtien conference may result in no more than the mutual self-congratulation of international organizations and rich countries.

Nowadays, it is not rare that the international community as represented by rich countries ignores national sovereignty and intervene in domestic affairs when freedom of speech and

thought has been violated. If so then, as protection of the right to education could it not be possible for international educational co-operation to operate in a sovereign nation which cannot provide its people with sufficient opportunities for have basic education irrespective of whether the sovereign nation agrees or not? This is a question which is also relevant to the form of national sovereignty in the human society for the future.

It will be a long time before the nation as a social collective ceases to exist, if indeed it ever happens. On the other hand, in the areas of economy and financial policy, the limits to national sovereignty of a country under certain conditions seem to have been taken for granted. If no fundamental change concerning national sovereignty and policy for educational co-operation in the area of international educational co-operation is attempted, I wonder when we will see the people of all countries receiving a basic education. Otherwise I am afraid that educational co-operation for basic education, whether it is intergovernmental or by NGOs, will fail to have served any useful purpose. If the framework for international educational co-operation changes as I suggested, educational research co-operation by the Institute will also take on new forms. It is my hope that that is what will happen in the near future.

Memories of the late Dr. Leonardo de la Cruz

Nobuya Higuchi*

I worked for APEID at NIER from 1978 till 1995. For sixteen years, I worked in the secretariat which organized a number of seminars/workshops and took care of participants from countries in Asia and the Pacific. For me, this was more than just a job. It was an invaluable opportunity to learn through an exchange of views with top educationists who were active in their respective fields in various countries. I enjoyed discussions and conversations in the conference room and appreciated having the opportunity to accompany them to Kyoto and Hiroshima on their study visits.

I have a number of memories of APEID. Here, I would like to tell you about one of them.

I currently teach education for international understanding to students in the Division of Intercultural Studies at a *mammoth* private university which accommodates more than 25,000 students. When I initiated my study on Education for International Understanding in Japan in the 1990s I started by looking for its key or core concepts. In quest of such concepts in the field of my speciality, I encountered the APEID Regional Meeting on the Promotion of Humanistic, Ethical and Cultural Values in Education which was held in June 1991 jointly by NIER and the UNESCO's Bangkok Office. For the content and outcome of this seminar, please read an English report published by NIER, *Education for Humanistic, Ethical/Moral and Cultural Values* (NIER, Tokyo, 1991).

To be frank, UNESCO related work required a lot of hard work and I was tired with endless routine by that time. NIER's UNESCO related work was then mostly done by the Chief of the Section, Mr. Ryo Watanabe and a member of the Section, Mr. Taro Numano. I felt sorry to see how busy they were, but the work for the APEID international conference seemed to become a burden to me. The work of the NIER secretariat consisted of a succession of miscellaneous administrative tasks such as booking international flights and hotels, making itineraries for study tours in Japan and arranging school visits. In short, I was so busy with backroom jobs that I had lost sight of the real meaning of UNESCO's work. For me in this state of mind, the APEID international conference on *humanity* in June 1991 turned out to be a turning point.

Because I was suffering from this feeling of being bogged down in mundane routines, this conference breathed new life into me with the true spirit of UNESCO. Generally speaking work is carried out and accomplished as part of a process, but when the meaning of the work is lost sight of, the process itself can easily become burdensome. This conference was very therapeutic for me in my state of burnout. It let me rediscover the importance and the meaning of

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* Former Chief, Section for International Co-operation in Research of NIER

UNESCO's work.

The success of this conference which had such an impact on me owed a lot to late Dr. Leonard de la Cruz who led this conference as the officer in charge of ACEID at the UNESCO's Bangkok Office. I attended this conference as a member of the secretariat and was deeply impressed by the content of the introductory programme in the course of which Dr. de la Cruz gave a talk. "From the 1990s, in which direction is UNESCO going to develop its educational framework? ... Why do we have to embark on education on humanity now? ... Now in order for the world to survive, the construction of a caring society is needed as the basis of culture and morality. Hence the promotion of learning to care on the educational agenda."

Dr. de la Cruz explained briefly and clearly the most important issue among programmes of UNESCO, namely Education and the Future, particularly in terms of the framework for Education in the 21st Century.

Because I was interested in education for international understanding, when I learned that UNESCO planned to treat International Education in the project *Education for the 21st Century* within the same framework as education for humanistic, ethical/moral and cultural values I was shocked and wondered whether UNESCO's international education had been downgraded from an independent programme to merely a part of education on humanity.

When I told Dr. de la Cruz of my concern, he handed me a copy of a paper without answering my question and said, "Please do read this paper because it is very important." The copy was the report of the Round Table Conference at Beijing which UNESCO held in 1989. The Report suggested introducing the concept of *caring* into UNESCO's Education for the 21st Century as its cornerstone. If you will pardon a slight exaggeration, UNESCO was trying to reconstruct educational theories by introducing a medical concept of *caring* into the world of education.

Dr. de la Cruz spoke as follows in the introductory programme of the APEID conference on the Promotion of Education on Humanity in June 1991:

> "Education on humanistic, ethical/moral and cultural values is relevant to human rights and peace and directly linked with Education for International Understanding. ... The famous Constitution of UNESCO declares '... since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed' and I have always thought ... that world peace must start from everyday life in our own community with our families and friends."

Since then in my teaching at the university, I have introduced education for international understanding into my cultural studies class. What I hope to do is to promote education on humanity with *caring* as its core concept. This is the legacy left me by Dr. de la Cruz and I am eager to succeed in developing it further.

I will always remember his wonderful personality, his friendly smile and his constant good humour; and so in recognition of the precious gift he has given me I would like to dedicate this short article to the late Dr. de la Cruz.

CHAPTER II

30 Years of NIER's Educational Co-operation Programme

in Asia and the Pacific

1. Outline of Regional Co-operation Activities

The National Institute for Educational Research (NIER) established a new Section for Educational Research Workshops in Asia within the External Service Department in July 1967. In October of the same year the UNESCO-NIER Regional Programme for Educational Research in Asia also began. In April 1978 this section was renamed the Section for Educational Co-operation in Asia, and in addition to the organization of seminars and workshops, it started to provide educational information services. Further, in 1989 this section was abolished, and the Section for International Co-operation was created as a result of the reorganization of NIER.

In this chapter, NIER's educational co-operation programme for the past 30 years focusing on the organization of seminars and workshops will be reviewed. The objectives and outcomes of each activity are listed in the following section.

Apart from the educational co-operation programme (such activities as information services to visitors from Asian and the Pacific countries, and co-operation of educational research programmes of the region of Asia and the Pacific are included, but not dealt with in this report), various forms of educational co-operation activities with foreign countries and international organizations have been carried out by the Section for International Co-operation. Other departments and sections of NIER are also involved in various activities such as visiting Asian and the Pacific countries as resource persons, receiving guest researchers from countries in the region of Asia and the Pacific, and carrying out joint research projects. However, here only the major activities undertaken by the Section for International Co-operation in collaboration with UNESCO will be reviewed.

Organisation of Seminars and Workshops

The UNESCO-NIER Regional Programme for Educational Research began by holding an *Educational Research Workshop on Problems Related to School Curriculum in Asia* from October 23 to November 18 in 1967, but the topics to be taken up at NIER's workshops were identified at the *Regional Meeting of Experts on Educational Research in Asia* organized by the Japanese National Commission for UNESCO from 30 May to 5 June of the same year.

Transition in Topics of Seminars and Workshops

In 1967 the *Regional Meeting of Experts on Educational Research in Asia* made a number of concrete proposals for NIER's regional activities, such as: (1) to organize an educational research workshop on problems related to school curriculum; (2) to hold an educational research seminar and briefing session on specific curriculum areas; (3) to carry out a long-term study on aims and objectives of education; and (4) to implement follow-up activities on all of these in 1969 and 1970. The meeting also recommended that the Director-General of NIER should make appropriate provisions to set up a small consultative steering committee for the

co-ordinated programming and project implementation.

Pursuant to the recommendation, a *Meeting of the Consultative Committee on UNESCO-NIER Regional Programme for Educational Research in Asia* was convened in 1968 and 1970 respectively, and a *Review and Planning Meeting on the UNESCO/APEID-NIER Regional Programme* was held in 1982. In between these meetings, there were consultations on NIER's regional co-operation programme, both officially and unofficially, at *Advisory Committees on UNESCO's Educational Programme in Asia* organized by the UNESCO Bangkok Office, and *Regional Consultation Meetings on APEID after the inauguration of APEID.*

The Meeting of the Consultative Committee held in 1968 recommended for the first time that audio-visual education, science education, and language teaching be included. In the case of the latter two items, it was felt that there was a need to focus on curriculum development. Furthermore, it was recommended that provisions be made for training key-level educational researchers, and initiating a servicing scheme for disseminating educational research information. In 1970, *the Second Meeting of the Consultative Committee* proposed new subject areas. These included higher education, moral and civic education, evaluation of educational performance, the society's attitude towards education, and entrance examination systems. The training of educational researchers was also stressed here, as well as how to improve strategies for the implementation of the projects. Conducting a preliminary small group study at a technical level as a pre-requisite to holding regional workshops was also discussed.

After the inauguration of APEID, NIER activities have been concentrating on such areas as curriculum development, science and technology education, and elementary education. This is in part due to the relationship with other Associate Centres in Japan. The topics of NIER's regional co-operation activities have been decided in consultation with the UNESCO Bangkok Office after having consultation within the Institute and with the Ministry of Education, Science and Culture. In the Review and Planning Meeting on the UNESCO/APEID-NIER Regional Programme held in 1982, measures for the improvement of planning and organization of activities were discussed. At that time it was also proposed that during the 1980's, in addition to the areas which had already been covered, the following be considered: (1) educational evaluation including pupil evaluation and curriculum evaluation; (2) special education of the gifted with emphasis on the development of creativity; (3) universalisation of elementary education; (4) environmental education; (5) planning and management of educational innovations and reforms; (6) education in the context of fast urban development; (7) educational information and documentation; and (8) international education. Furthermore, new proposals were made on long-term and short-term internship/attachment programmes, study visit programmes and information and documentation services.

The UNESCO-NIER Regional Programme for Educational Research in Asia and the Pacific for the past 30 years has been planned and implemented through the process of consultations

described above, and the topics taken up are summarised in the following Table.

Table 1: Topics Taken up by the UNESCO-NIER Regional Programme for Educational Development in Asia and the Pacific

Year	Topics covered
1967	Educational research; Elementary school curriculum
1968	Elementary school curriculum; Programme development; Elementary mathematics teaching
1969	Elementary school curriculum*; Educational goals, aims and objectives; Elementary mathematics teaching
1970	Elementary school curriculum; Programme development; Educational goals, aims and objectives; Audio-visual instruction
1971	Elementary science teaching; Audio-visual instruction; Case studies on goals, aims and objectives of education
1972	Educational research and development*; Case studies on goals, aims and objectives of education*
1973	Educational goals, aims and objectives; Innovations in classroom teaching
1974	Innovations in classroom teaching; Case studies on innovations in classroom teaching
1975	Educational broadcasting; Teachers' problems and attitudes; Moral education; Work-oriented education
1976	Teacher education; Science education; Work-oriented education; Moral Education
1977	Educational technology; Pupil evaluation*; Science education
1978	Non-formal education; Moral education; Pupil evaluation (moral education)
1979	Science teaching materials*, Moral education*, Educational research, In-service teacher education
1980	Moral education; Educational research*, Science teaching materials
1981	Vocational and technical teacher education; Educational research; Science materials
1982	Vocational and technical teacher education; Programme development; Teachers' resource kits; Educational research and reforms
1983	Education information; Mathematics education; Educational research
1984	Elementary school curriculum; Educational research; Mathematics teaching education
1985	Elementary school curriculum*; Secondary education; Science education
1986	Assessment of educational achievement; Secondary education; Computers in mathematics teaching; Non-formal education
1987	Computers in mathematics teaching; Secondary education
1988	Educational co-operation; Secondary education
1989	Affective development of children; Educational wastage; Educational research
1990	Moral education; Educational wastage

1991	Enterprise education; Humanistic, ethical and cultural values; Secondary education
1992	Science education; Secondary education
1993	Gifted education; Environmental education
1994	Humanistic, ethical and cultural values; Foreign language education; Science and technology education
1995	Educational research and reforms; Secondary education
1996	Home, school and community linkages; Environmental education

Note : * Seminars/Workshops on the same topic were held twice during the same year.

During the years from 1967 to 1996, 93 workshops, preparatory meetings and seminars were held, excluding the meetings on the consultation of the programme. Although the requests to consider to some extent such topics as subject areas, evaluation, or educational research have been fulfilled, there are still several areas that have not been covered such as higher education.

Looking at the trend of topics taken up at the workshops over a 30 year period, the existence of a grand circle of topics is evident. Starting with the elementary curriculum, the topics then follow a cycle moving next to science and mathematics education and the aims of education, followed by educational innovations and technology responding to the emerging need of innovation, then on to moral education, and returning to the elementary curriculum and science and mathematics education. The topic of educational research is interwoven among these topics. In fact, the Regional Meeting of Experts on Educational Research in Asia, which was convened prior to NIER's project on elementary curriculum study, examined the current situation in educational research in Asia. The discussions of the two consultative committee meetings in the early stage of UNESCO-NIER Regional Programme were based on the analysis of the status quo of educational research in the region. Adding these together, the topic of educational research has been the main theme for 15 out of 93 regional activities of NIER. At first, educational research was dealt with in broad terms, but later specific problem areas of educational research were picked up and they include educational reform and educational research, training of educational researchers, dissemination of the outcomes of educational research, and interdisciplinary approach to educational research, etc.

The most frequently discussed topic after educational research is science and mathematics education. UNESCO has stressed the need for providing science education (covering science, mathematics, and technical education) for all, over the last 10 years. Since science and technical education form the basis for a nation's development and improvements in people's life, these topics have therefore been emphasised throughout the Asia and Pacific region. For the past 30 years mathematics and science education were topics of study for 6 and 10 times respectively in the activities undertaken within the framework of UNESCO-NIER Regional Programme. At the beginning, the curriculum and teaching plans for mathematics and science were studies, but later the emphasis shifted to the development of teaching aids and materials.

Another point worth noting is that the educational aims and moral education are special topics eagerly tackled by NIER's regional programme. From 1969 to 1973 research into the aims of education was a project during which 6 study meetings were organized. At the beginning, it was a theoretical study on the statements of aims and objectives of education, the procedures for formulating them, and their relevance to the national development goals, etc. It then focussed on concrete analytical studies of cases in the Philippines with the co-operation of researchers in the Philippines. From 1975 to 1980 moral education was studied continuously and pioneered research on moral education in the region. The report published in 1981 has been particularly highly evaluated.

During the last ten years, secondary education have been repeatedly covered, and such topics as moral education or education for humanistic, ethical/moral and humanistic values, environmental education, foreign language education and gifted education have been taken up.

Participants of Regional Activities

The regional seminars/workshops were organized by NIER requesting participation from countries in the region with NIER bearing the expenses. Ninety-three workshops, seminars, and meetings including the 1969 meeting of research experts were held with 1,762 people taking part. The total includes specialists who participated 2 or 3 times, particularly on long-term projects. In order to assure continuity of the studies, NIER welcomed and sometimes deliberately requested this. The number of participants includes resource persons, co-workers and observers, as well as those from Japan.

Needless to say, the number of Japanese participants was the largest, followed by the Philippines (141), Thailand (117), Republic of Korea (110), India (93) and Malaysia (89). Apart from these, the numbers of participants from Indonesia and Sri Lanka stand out. The reason that the Philippines had such a large number of participants is partly because the Philippines was the country designated for the case studies on the aims of education. Also the Philippines was asked to send experts to NIER from time to time for its small-scale planning meetings. For this same reason Thailand and India also figure largely in the number of participants they sent to NIER's regional meetings.

In principle, respective governments concerned were asked by NIER, through the channel of UNESCO National Commissions, to nominate participants for the regional workshops. Countries invited, in principle, are UNESCO Member States in the region, which have diplomatic relations with Japan. After the inauguration of APEID and NIER joined its network of Associated Centres, as a rule, APEID participating countries have been asked to participate. Countries in the region that fulfil the above conditions, but which have never been invited, are Tonga and Turkey. Mainly for reasons of costs, NIER has not been able to invite them to participate in its regional programme even to this day.

There are some countries which have not sent participants, even when requested, for various domestic reasons. Sometimes, NIER considered the country would not have much interest in the topic in question, or when there were budget restrictions, NIER has not been able to request participation even though the country fell under the conditions mentioned above. For these reasons, an imbalance in the number of participants by countries has occurred over the 30 years as detailed separately.

Various changes have occurred in the past 30 years. The definition of the region and its framework in UNESCO changed. New countries joined UNESCO or APEID later, so it should be noted that some countries began to participate in NIER's regional workshops midway. Australia had sent consultants in 1969-70, and since 1978 participants have been regularly sent. Papua New Guinea and New Zealand sent their participants since 1979 and 1981 respectively, and Fiji and Western Samoa since 1984 and 1985 respectively. Further, Uzbekistan participated in 1995 for the first time.

Taiwan or Republic of China ceased to send participants after the audio-visual education workshop in 1971 when the People's Republic of China was admitted as a UNESCO member country. The People's Republic of China has been participating regularly since the educational research workshop in 1981. Bangladesh began to participate in 1974 when it gained independence, and the Republic of Vietnam stopped participating in 1975, while the Socialist Republic of Vietnam began to send participants in 1979. The Republic of Maldives participated in the vocational teacher training workshop in 1982, but the topics of NIER's regional programme were not necessarily relevant to their national development policies. As a result, they have only participated once so far.

There are some countries which ceased to send participants to NIER's regional activities for reasons of civil war, unstable state of affairs or involvement in an international dispute, or non-affiliation to or withdrawal from UNESCO or APEID. Last participation of Cambodia was in 1975. Afghanistan has not sent their participants since 1980.

Details of participants by country and organization are given separately.

Co-operation in Educational Information

In 1978, new educational information services were launched to co-operate with APEID. There has always been strong requests from the beginning of the regional programme for a documentation service on educational research information. Provision for educational information has been carried out from time to time upon request on an individual basis. Since 1978, a wider range of educational information services has been provided as part of the co-operation programme with APEID.

This educational information service consists of 4 activity areas: the first is to publish reports of

workshops and other meetings and to disseminate them widely. Individual details are described in the following part, but it should be mentioned here that out of 93 seminars and workshops held over the last 30 years, 57 reports have been published and distributed to educational research centres, administrative bodies, and related people in the educational field in countries of Asia and the Pacific. Apart from these, mimeographed reports have been issued as internal documents. Since the published reports are all in English, there have been requests to publish Japanese editions, but mainly due to reasons of cost, the requests have not been met so far.

The second activity is for Japan to provide educational information to countries in the Asia-Pacific region and other areas. Naturally this information service is to be done in English. The information on Japanese education has been regularly provided through the inventories or newsletters of APEID and through NIER's English newsletter which is described later. Translation of the Courses of Study of the Ministry of Education, Science, Sports and Culture in English is part of this information service activity. In addition, the publication of occasional papers which contain topic-wide information on Japanese education was initiated in 1981 and by 1996, 29 issues had been published.

The third educational information service activity is to provide educational information from other countries in the Asia-Pacific region to Japan. Co-operation with the Ministry of Education, Science, Sports and Culture in translating and publishing the final report of the Regional Conferences of Ministers of Education in Colombo and Bangkok was part of this activity. NIER's Research Report in Japanese introduces from time to time current issues of education in Asia and the Pacific.

The fourth and last service activity is the publication of an English newsletter. Mainly to introduce the UNESCO-NIER Regional Programme in Asia and the Pacific, it also records NIER's research activities, and major issues in Japanese education. Currently it is published three times a year, and a total of 72 numbers have been published since its inception in 1969 until June 1996.

These are the outlines of activities carried out by the Section for International Co-operation. Apart from these, the Section provides educational information to the UNESCO International Bureau of Education (IBE), ERIC Clearing House, etc., and it also answers individual requests for information and materials from educational researchers and research organizations in various parts of the world.

2. Activities organized between 1967 and 1996

1. Regional Meeting of Experts on Educational Research in Asia

Dates: 30 May - 5 June 1967

Theme: Educational Research

Objectives:
1) To review the situation of the educational research activities in the Asian Member States;
2) To determine research needs and priorities in the Asian Member States;
3) To establish a co-operative network among educational research institutes in the Asian Member States, and to promote joint research projects among them; and
4) To determine future programme lines in relation to the role of the National Institute for Educational Research in Japan.

Participants: 33 participants (7 observers) from 17 countries, UNESCO-Paris, Bangkok, Quezon, Colombo and New Delhi

Publication: *Final Report - Regional Meeting of Experts on Educational Research in Asia*, July 1967, modified A-4 size, 90 pages.

This report, in its introductory Chapter 1, summarises the back ground of the Regional Meeting of Experts on Educational Re search in Asia, objectives thereof, content, etc.

Chapter 2 describes the outline of the discussion and identifies the following problems in respect to the promotion of educational research activities: 1) importance of research; 2) co-operation and support in research; 3) national research activities; 4) relationship between researchers and policy makers and in relation to areas of research activities; 5) curriculum development and its evaluation; 6) science and mathematics; 7) language teaching; and 8) out-of-school education.

Chapter 3 stresses the importance of national educational re search in relation to the decision-making and implementation of educational policies, and confirms the interdisciplinary relation ships. The same chapter also suggests the establishment of educational research institutes. As far as international levels are concerned, the issues requiring educational research in Asia are listed together with the present operation plans, and active participation by various countries is encouraged. There are more suggestions including collection and dissemination of educational information and training programmes for researchers.

The report concludes with national reports on the state of educational research and outlines the area-wise problems.

This report was published by the Japanese National Commission for UNESCO.

2. Educational Research Workshop on Problems Related to School Curriculum in Asia

Dates: 23 October - 18 November 1967

Theme: Elementary School Curriculum

Objectives:
1) To examine the principles of curriculum construction and also the aims, objectives, contents, methodology and evaluation of elementary education;
2) To consider problems related to specific curriculum areas, curriculum evaluation and pupil evaluation; and
3) To review current research projects related to curriculum development in Asian countries.

Participants: 33 participants (19 co-workers) from 13 countries

Publication: *Curriculum Research in Asian Countries - Workshop Report*, 1968, A-4 size, 129 pages.

This report begins with an introductory Chapter 1, and Chapter 2 presents a summary of discussions regarding various problems of school curricula in Asian countries.

The discussions cover 8 areas: 1) curriculum structures; 2) aims and objectives; 3) subject areas - language, science, mathematics sociology, and others; 4) curriculum evaluation; 5) pupil evaluation; 6) research activities on curriculum development in various Asian countries; 7) proposal for a joint research project; and 8) joint research project plan. "Comparative Study of the Elementary Curriculum in Asian Countries" is proposed here together with its working plan as a joint research project in Asia.

Chapter 3 recommends a follow-up workshop to further discuss the plan of the joint research project and the development of a questionnaire. The reports by participants are attached at the end of this publication.

The report was published after the review at the Co-ordinating Committee Meeting in March 1968.

3. Meeting of the Co-ordinating Committee for the Regional Joint Project in Asia

Dates: 5 - 13 March 1968

Theme: Elementary School Curriculum

Objectives:
1) To finalise the design of the comparative study; and
2) To prepare research instruments for the study.

Participants: 8 participants from 6 countries

Publication: The Meeting reviewed the report produced at the workshop on problems related to school curriculum which took place during the period of October to November in 1967. The results were compiled into the report entitled "*Curriculum Research in Asian Countries - Workshop Report*".

4. Meeting of the Consultative Committee on UNESCO-NIER Regional Programme for Educational Research in Asia

Dates: 17 - 23 June 1968

Theme: Programme Development for NIER's Regional Activities

Objectives:
1) To assist the Director General of NIER to coordinate the regional programmes organized by the NIER with other regional programmes and with research programmes in individual Asian countries;
2) To make periodic review on the regional programmes and projects as well as of new developments in educational research in UNESCO Member States in Asia; and
3) To make suggestions for new projects and programmes to be organized by NIER for the development of educational research activities in Asia.

Participants: 23 participants (6 observers) from 16 countries and UNESCO-Bangkok, Quezon, Colombo and New Delhi

Publication: *Final Report - Meeting of the Consultative Committee on UNESCO-NIER Regional Programme for Educational Research in Asia*, June 1968, A-4 size, mimeographed 17 pages.

This report begins with an introductory Chapter 1. Chapter 2 explains the objectives and background of the Consultative Committee, and Chapter 3 summarises the state-of-the-art of the educational research activities in Asian countries. Based on the reports given by the UNESCO Regional Office for Education in Asia and by Asian educational research institutes, major problems are discussed, followed by progress report of UNESCO-NIER Regional Programme for Educational Research, especially of such projects as Comparative Studies of Elementary Curriculum in Asian Countries and Workshop on Mathematics Education.

Chapter 4 discusses the future development of educational research in Asia including needs of co-operation among countries in implementing educational research, guidelines for selecting research projects and organizations thereof.

The same chapter also confirms the implementation UNESCO-NIER Regional Programme for two years from 1969 and recommends the expansion of research areas and the exchange of information.

In the final Chapter 5, the closing plenary session is described.

5. Educational Research Workshop on Mathematics Teaching at First Level Education in Asia

Dates: 14 October - 16 November 1968

Theme: Elementary Mathematics Education

Objectives:
1) To make a comparative study of objectives of mathematics teaching at the first level education in Asian countries and come out with a statement of general objectives of the mathematics teaching; and
2) To develop some teaching units after examining some sample teaching units prepared by the participants.

Participants: 22 participants (5 co-workers) from 15 countries

Publication: *First Educational Research Workshop on Mathematics Teaching at First Level Education in Asia - Final Report*, 1969, A-4 size, 90 pages.

The report starts with background information of the workshop, its objectives, etc. in Chapter 1, and Chapter 2 introduces the outline of various issues in mathematics education at the elementary level in Japan. The issues are: 1) development of modern Japanese education; 2) problems of mathematics education at elementary level; 3) achievement tests in Japan; 4) random sampling; and 5) IEA international survey on mathematics achievements.

Chapter 3 summarises the present situation of elementary mathematics education in the participating countries resulting from the survey conducted through questionnaires.

Chapter 4, under the title, Development of Teaching Plans of Mathematics Education, 6 topics are reviewed and the problems and improvement measures are discussed. Chapter 5 discusses the following issues in relation to the research activities of the participating countries: 1) formulation of objectives for elementary mathematics education; 2) common problems of all countries; and 3) research project plans.

As far as the objectives for mathematics education are concerned, the following 4 points are discussed: 1) social value of mathematics education; 2) developing desirable disposition through training of mathematical thinking; 3) active application of mathematics to other subject areas; and 4) curriculum structure.

Chapter 6 suggests, as a recommendation, measures to be taken for improvement of administration for mathematics education, curriculum development, teacher education and others.

The national reports are attached at the end.

6. Second Educational Research Workshop on Problems Related to School Curriculum in Asia

Dates: 3 February - 1 March 1969

Theme: Elementary School Curriculum

Objectives: 1) To discuss draft national reports prepared by participating countries on the basis of the Questionnaires for the Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries; and

2) To discuss plans and procedures of making comparative study at the regional level and to develop a couple of samples of such comparative study based on national data.

Participants: 23 participants (8 co-workers) from 14 countries

Publication: This workshop examined the first national reports from participating countries prepared on the basis of the questionnaires, and discussed measures for the comparative study. Then, analyses by groups were made for 9 areas. The third workshop which was organized later in the same year continued working on the analysis of the results.

7. Meeting of Experts on Educational Goals, Aims and Objectives in Asia

Dates: 5 - 11 March 1969

Theme: Educational Goals, Aims and Objectives

Objectives:
1) To identify and define significant research projects for the study of the goals, aims and objectives of education in Asia;
2) To determine priorities for these studies including a feasible timetable; and
3) To designate, if possible, institutions or individuals which would be prepared to conduct these studies, given adequate financial support.

Participants: 19 participants (4 observers) from 10 countries and UNESCO-Bangkok, Quezon and New Delhi

Publication: *Final Report - Meeting of Experts on Educational Goals, Aims and Objectives in Asia*, March 1969, A-4 size, mimeographed, 40 pages.

The report starts with an introductory Chapter 1, and Chapter 2 discusses various problems involved in the research project on educational goals, aims and objectives in Asian countries, which are summarised in the following items: 1) definition of terms; 2) aims of research; 3) educational goals and objectives - their structural elements; 4) analysis of basic data; 5) measures to formulate educational goals and objectives; 6) approaches to solve problems in individual countries; and 7) classification of information - system analysis.

Chapter 3 shows research subjects suggested during the discussions on these problems. They are: 1) procedures to set up the goals and objectives of education; 2) classification methodology of goals and objectives; 3) comprehensive analysis of the educational system at national and provincial levels; and 4) analysis of problems faced in the formulation of goals and objectives of education. The chapter further indicates guidelines for the above research and suggests coordination among co-operation systems in each country.

This report is not published for wider distribution, but part of the discussion outcomes are included in the final report of the Meeting of Experts on Educational Goals, Aims and Objectives in Asia which took place in March 1973.

8. Third Educational Research Workshop on Problems Related to School Curriculum in Asia

Dates: 27 August - 12 September 1969

Theme: Elementary School Curriculum

Objectives:
1) To scrutinise the finalised national reports prepared on the basis of the recommendations made by the Second Workshop; and
2) To carry out the comparative analysis of curriculum systems of the countries participating in the regional joint research project, A Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries.

Participants: 25 participants (4 co-workers) from 15 countries

Publication: Following the second workshop in February, in this workshop the final national reports and comparative analysis thereof were made and the draft report was produced. This draft report was published after being reviewed by the Editorial Committee in 1970. There is no publication available concerning this workshop.

9. Second Educational Research Workshop on Mathematics Teaching of First Level Education in Asia

Dates: 18 October - 7 November 1969

Theme: Elementary Mathematics Teaching

Objectives: 1) To develop a research design for a common project which will identify necessary measures to be taken in retraining mathematics teachers in Asian countries; and

2) To further improve common understanding on the mathematics teaching.

Participants: 21 participants (4 co-workers) from 16 countries

Publication: *Second Educational Research Workshop on Mathematics Teaching of First Level Education in Asia - Final Report*, 1970, A-4 size, 84 pages.

This report consists of 5 chapters. Chapter 1 is an introduction. Chapter 2 presents the answers to the questionnaires to find out the status quo of the in-service training of elementary school teachers of mathematics, as requested by the first workshop, and makes an analysis of the results.

Chapter 3 describes experimental plans to examine influences of modernisation on mathematics education and its learning effects. In preparing experimental plans, first hypotheses are presented, and discussions centre around issues such as criteria, samples, teaching methods in experimental classes and units. It is suggested that the experiment should be carried out in individual countries.

Chapter 4 summarises the outline of lectures on the following topics: 1) history of mathematics education in Japan; 2) post-war situation of in-service training of teachers for elementary mathematics in Japan; 3) positive study methods in education; and 4)basics of modern mathematics.

Chapter 5 recommends future projects such as a workshop to undertake the comparative study of the results of experiments.

National reports are attached at the end.

10. Meeting of the Editorial Committee for the Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries

Dates: 24 January - 13 February 1970

Theme: Elementary School Curriculum

Objective: To finalise and edit the Report of the Comparative Study of Curriculum

Development at the Stage of Elementary Education in Asian Countries, for which the draft reports have been prepared through the last three workshops al ready conducted.

Participants: 12 participants from 4 countries

Publication: *Asian Study on Curriculum: Volumes I, II, III - Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries*, 1970, Vol. I, 240 pages; Vol. II, 333 pages; Vol. III, 372 pages; in B-5 size.

This is the final report of the "Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries" in which 15 countries participated since the first workshop in 1967. It consists of three parts: Volume I - comparative studies; Volumes II and III - national reports.

The introduction of Volume I explains the background of this joint study, outlines all workshops and committees from the beginning, and the research design.9 chapters of Volume I cover the following subjects: 1) general information on participating countries; 2) related studies and literature; 3) mechanics of curriculum development; 4) objectives of elementary education; 5) organization of school programmes; 6) textbooks; 7) instructional aids and materials other than textbooks; 8) scheme of pupil evaluation; and 9) procedures of curriculum evaluation and revision. The results of the comparative studies made on the basis of national reports are described in this volume.

The questionnaires for the study are annexed at the end of the report.

Volumes II and III include reports of the 15 countries that participated in the study, each of which consists of 9 sections respectively along with the questionnaires.

Volume II includes national reports of Afghanistan, Ceylon, Republic of China, India, Indonesia, Iran, and Japan; 7 countries in total. Volume III covers 8 countries: Republic of Korea, Laos, Malaysia, Nepal, Pakistan, the Philippines, Thailand and Vietnam.

11. Second Meeting of the Consultative Committee on UNESCO-NIER Regional Programme for Educational Research in Asia

Dates: 16 - 22 May 1970

Theme: Programme Development for NIER's Regional Activities

Objectives:
1) To assist the Director General of NIER to coordinate the regional programmes organized by NIER with other regional programmes and with research programmes in individual Asian countries;
2) To make a periodic review of the regional programmes and projects as well as of new developments in educational research in UNESCO Member States in Asia; and
3) To make suggestions for new projects and programmes to be organized by NIER for the development of educational research activities in Asia.

Participants: 26 participants (1 observer, 5 co-workers) from 13 countries, UNESCO-Paris, Hamburg Institute, Bangkok, Quezon, Colombo and New Delhi

Publication: *Final Report - Second Meeting of the Consultative Committee on UNESCO-NIER Regional Programme for Educational Research in Asia*, May 1970, A-4 size, mimeographed, 31 pages.

This report begins with an introductory Chapter 1 and Chapter 2 reviews the progress of educational research in Asia from 1968 to 1970, summarises national reports and describes activities and future plans of regional educational institutions in Asia.

Chapter 3 reviews projects of UNESCO-NIER Regional Programmes for Educational Research in Asia, gives a summary thereof and recommends continuing studies of 3 areas: curriculum development of elementary education; mathematics teaching, and educational goals and objectives.

Chapter 4 describes future plans and directions of UNESCO-NIER projects and approves NIER's projects for regional programme.

Chapter 5 concludes by emphasising that research outcomes should be used as important guidelines for decision-making of policies.

12. Second Meeting of Experts on Educational Goals, Aims and Objectives in Asia

Dates: 23 May - 6 June 1970

Theme: Educational Goals, Aims and Objectives

Objectives: 1) To identify research projects for the study of educational goals, aims and objectives in Asia;

2) To determine priorities and a timetable for such studies; and

3) To designate institutions or individuals to conduct the studies.

Participants: 33 participants (12 observers, 6 co-workers) from 18 countries, UNESCO-Paris, Hamburg Institute, IBE, Bangkok, Quezon, Colombo and New Delhi

Publications: *Final Report - Second Meeting of Experts on Educational Goals, Aims and Objectives in Asia*, June 1970, A-4 size, mimeographed, 40 pages.

The report starts with an introductory Chapter 1, and gives the outline of discussions in Chapter 2. The discussions cover 6 subjects: 1) trends and issues of educational goals and objectives in Asia; 2) basic factors to specify educational goals and objectives; 3) problems of educational goals and objectives; 4)procedures to formulate educational goals and objectives; 5)classification of educational goals and objectives; and 6) comprehensive analysis of educational systems at national and provincial levels.

Chapter 3 recommends editing draft reports of the first and second meetings which were published and distributed among the member countries, and to carry out during the next two years the status survey of those participating.

Part of this report is incorporated into the publication produced in March 1973 by the Experts' Meeting on Educational Aims, Goals and Objectives..

13. Meeting of the Preparatory Committee for an Educational Research Workshop on Audio-Visual Instruction in Asia

Dates: 10 - 18 December 1970

Theme: Audio-Visual Instruction

Objectives:
1) To set objectives and procedures of the Workshop;
2) To prepare a programme of the Workshop; and
3) To make necessary instruments to be used for the Workshop.

Participants: 7 participants from 5 countries

Publication: This Preparatory Committee did not produce any report. The outcomes of the meeting were utilised in the organization of the workshop of audio-visual instruction in Asia which took place from May to June in 1971.

14. Educational Research Workshop on Science Teaching in Asia

Dates: 13 February - 12 March 1971

Theme: Elementary Science Teaching

Objectives:
1) To study the different systems of education of member countries and the effort made by them towards the modernisation of Science education at the elementary stage;
2) To make a joint study on the elementary approach to Science with special emphasis on the problems of how to invite children or pupils to scientific activities;
3) To study the suitability of the topic of "Dissolution" as a central theme for the teaching of Science at the elementary school stage; and
4) To study the requirements of Dissolution as a teaching unit, i.e., (a) designing and making simple apparatus; (b) integration of laboratories into the curriculum; and (c)practical application of the results of investigations to actual teaching.

Participants: 31 participants (12 co-workers) from 18 countries

Publication: *Educational Research Workshop on Science Teaching in Asia - Final Report*, May 1971, A-4 size, 82 pages.

This report begins with an introductory Chapter 1, and Chapter 2 clarifies the present situations of science teaching in the participating countries from 3 aspects: 1) curriculum development; 2) teaching materials; and 3) teacher training.

Chapter 3 summarises discussions and experiments of "Dissolution", the main subject of this workshop. 20 examples of experiments on "Dissolution" are presented, and participants try to find out how to stimulate pupils' interests in science and the appropriate way to teach them. This chapter also reviews related experiments.

Chapter 4 makes recommendations on experimental studies, exchange of information, and the study on secondary science curriculum.

Chapter 5 summarises the workshop outcomes. The national reports are attached at the end as reference materials.

15. Educational Research Workshop on Audio-Visual Instruction in Asia

Dates: 5 May - 9 June 1971

Theme: Audio-Visual Instruction in Elementary Education

Objectives:
1) To exchange information and experience on audio-visual instruction among Asian countries;
2) To obtain information about the more advanced theories and the latest technology; and
3) To work out strategies and recommendations for the development of audio-visual instruction in Asian countries.

Participants: 21 participants (1 observer, 2 co-workers) from 15 countries and UNDP

Publication: *Audio-Visual Instruction in Asia - Workshop Report*, December 1971, A-4 size, 167 pages.

This report begins with an introductory Chapter 1, and Chapter 2 describes the results of analytical studies carried out by groups of participants on 4 subjects: 1) training in audio-visual instruction; 2) production of audio-visual aids and materials; 3) utilisation of audio-visual aids and materials; and 4) educational broadcasting.

Chapter 3, based on the analytical studies of the above 4 subjects, refers to a plan to develop audio-visual instruction in Asia and contains recommendations. It suggests two major directions: 1) quantitative expansion and qualitative improvement; and 2) teacher training and utilisation of audio-visual materials. The recommendations include setting up of a regional centre and implementation of joint research.

Chapter 4 gives a summary of workshop. National reports are appended at the end.

16. Meeting of Technical Working Group for Case Studies on Educational Goals, Aims and Objectives in Asia

Dates: 15 - 23 July 1971

Theme: Goals, Aims and Objectives

Objectives:
1) To work out the methodological design for the Case Study; and
2) To make other detailed procedures for carrying out the Study.

Participants: 11 participants from 5 countries and UNESCO-Bangkok

Publication: *Studies on Educational Goals, Aims, and Objectives in Asia - Report of a Working Group*, 1971, modified B-5 size, 18 pages.

The report starts with an introduction and Chapter 1 describes the objectives of case studies for the joint study of educational goals, aims and objectives of Asian countries.

Chapter 2 describes the nature and scope of the case studies.

Chapter 3 explains the methodology. Two working groups - one consisting of experts of the country where the case study is carried out and another formed by other experts - carry the studies in co-operation.

Chapter 4 gives the detailed instruments for the study and Chapter 5 clarifies an operational plan for case studies, giving as an example the Philippines where the first case study is to be carried out.

This report was published by the UNESCO Regional Office for Education in Asia in Bangkok.

17. Meeting of Preparatory Committee for a Regional Meeting of Experts on Educational Research and Development in Asia

Dates: 7 - 12 February 1972

Theme: Educational Research and Development

Objective: To prepare for a Regional Meeting of Experts on Educational Research and Development in Asia and make recommendations to NIER on the substantive as well as the organizational aspects of proposed meeting.

Participants: 12 participants from 4 countries, UNESCO-Paris, Bangkok, Quezon, Colombo and New Delhi

Publication: *Final Report - Meeting of Preparatory Committee for a Regional Meeting of Experts on Educational Research and Development in Asia*, February 1972, A-4 size, mimeographed, 8 pages.

This report begins with a general remark and then discusses the orientation of a proposed Meeting of Experts on Educational Research and Development.

It further identifies programme areas to be discussed at the proposed meeting. It also refers to suggested areas for regional co-operation in research and development and recommends agenda, schedule of work and working papers of the meeting.

18. First Meeting of the Case Study on Educational Goals, Aims and Objectives in the Philippines

Dates: 14 - 19 February 1972

Theme: Educational Goals, Aims and Objectives

Objectives: 1) To develop a methodology and apply this to the Case Study of Goals, Aims and Objectives in the Philippines;

2) To determine consonance/dissonance between national goals and national educational goals, aims and objectives;

3) To ascertain whether goals, aims and objectives are being translated into curricular programmes; and

4) To find out whether the implementation dimensions of the Social Studies programme in Grade IV (primary level) of the public schools are supportive of the goals, aims and objectives of education.

Participants: 15 participants from 4 countries and UNESCO-Bangkok

Publication: There was no report produced by this meeting, but a review meeting was held in September 1972 based on the outcomes of this meeting.

19. Second Meeting of the Case Study on Educational Goals, Aims and Objectives in the Philippines

Dates: 25 - 30 September 1972

Theme: Educational Goals, Aims and Objectives

Objective: To review the summary report of the Case Study on the Goals, Aims and Objectives of Education in the Philip pines.

Participants: 7 participants from 3 countries and UNESCO-Bangkok

Publication: *Summary Report - The Case Study on Educational Goals, Aims and Objectives in the Philippines*, October 1972, A-4 size, mimeographed, 48 pages.

This report examines the outcomes of the case study carried out in the Philippines.

The report, starting with an introduction, explains the back ground of this case study in Chapter 1.

Chapter 2 presents 4 hypotheses: 1) educational goals, aims and objectives are closely related with national goals; 2) there are no rigid educational goals, aims and objectives, and they change depending on demands of the times; 3) educational programmes are designed to contribute to achieve national goals; and 4) teaching contents of Social Studies for grade 4 of public elementary school are supportive of the educational goals, aims and objectives.

Chapter 3 shows research methodologies to be followed based on these hypotheses, and Chapter 4 summarises the outcomes the study.

Chapter 5 gives concluding remarks of the case study at large and recommendations for future research.

This report is not available for wider distribution, but the out comes are incorporated in the final report of the study published in 1974.

20. Meeting of Experts on Educational Research and Development in Asia

Dates: 2 - 14 October 1972

Theme: Educational Research and Development

Objectives: 1) To consider new directions and forms of educational re search in Asia so that it becomes an emerging force in educational reform and development; and

2) To identify specific programmes for regional co-operative action and elaborate

them in the form of project descriptions.

Participants: 28 participants (1 observer, 6 co-workers) from 15 countries, UNESCO-Bangkok, Colombo and Field Science Office for South Asia

Publication: *Educational Research and Development in Asia - Report of a Regional Meeting*, 1973, modified A-4 size, 193 pages.

Starting with an introduction, this report describes in Chapter 1 the organization of the meeting, and Chapter 2 describes the out line of discussions regarding various problems each country faces in educational research and development. It also suggests 3 programme areas for a joint study: 1) access to education; 2) curriculum evaluation; and 3) administration and management.

Chapter 3 discusses 7 project proposals for 3 programme areas of the joint study. They are: 1) status study of programmes for improving access to education; 2) study methods and programmes for the identification and development of the potential for socio-economically disadvantaged groups; 3) methodologies for premise evaluation of curriculum development; 4) methodologies for process evaluation of curricula; 5) methodologies for product evaluation of curricula; 6) case studies in educational administration; 7) development of instruments for measuring attitudes of decision makers towards innovation in education.

Chapter 4 presents the resolutions of the meeting and one of its 3 resolutions strongly recommends the establishment of an Association for Research in Education in Asia.

This report is published by the UNESCO Regional Office for Education in Asia as a co-publication with NIER.

21. Experts Workshop on the Study of Educational Goals, Aims and Objectives in Asia

Dates: 15 - 24 March 1973

Theme: Educational Goals, Aims and Objectives

Objective: To finalise the Report of the Case Study on Educational Goals, Aims and Objectives in the Philippines.

Participants: 8 participants from 2 countries and UNESCO-Bangkok

Publication: *Educational Goals, Aims and Objectives - Report of a Study by a Working Group in Asia*, March 1974, A-4 size, 114 pages.

This is a final report of a long-term joint study on educational goals, aims and objectives in Asian countries, which had been proposed at the Regional Meeting of Experts on Educational Research in Asia, held in 1967.

The report consists of two parts: Part I, general statements on educational goals, aims and objectives, and Part II, case study on the same subject in the Philippines.

Beginning with an introduction, the report in its Part I describes educational goals, aims and objectives in Asian countries in five chapters: Chapter 1 on

goals of education, Chapter 2 on definitions, Chapter 3 on sources of information and analysis of references, Chapter 4 on implements on educational goals, aims and objectives, and Chapter 5 on a conclusion.

Part II reports the findings of the case study on educational goals, aims and objectives in the Philippines. These are the out comes of collaborative works carried out by teams of local experts and of international experts. They met in Manila in January and February 1971 respectively. Background information given in Chapter 1 is followed by Chapter 2 on definitions and theoretical frameworks, Chapter 3 on methodology, Chapter 4 on findings, analysis and interpretation, and Chapter 5 on a conclusion and recommendation.

22. First Research Workshop for Innovations in Classroom Teaching at the First Level of Education in Asia - A

Dates: 11 September - 25 October 1973

Theme: Innovations in Classroom Teaching

Objectives:
1) To exchange information and experience of research projects undertaken in order to improve classroom teaching at the first level of education;
2) To examine methods of educational research for innovations in classroom teaching at the first level of education; and
3) To work out research plan(s) to be implemented individually in the participating countries after the workshop.

Participants: 28 participants (8 co-workers) from 10 countries

Publication: *Final Report - First Research Workshop for Innovations in Classroom Teaching at the First Level of Education in Asia - A*, October 1973, A-4 size, mimeographed, 85 pages.

Opening with an introductory Chapter 1, the report in its Chapter 2 describes the current situation of elementary education and case studies on innovations in classroom teaching in Japan.

Chapter 3 gives the outline of educational institutions and elementary schools visited during the Workshop and observations gained there.

Chapter 4 concerns studies on innovations in classroom teaching at the first level of education in Asian countries.

Chapter 5 sets forth a draft plan for the methodology and questionnaire contents for a Joint Survey on Problems faced by Asian Teachers and Their Attitudes towards Innovations in Classroom Teaching at the First Level of Education to be conducted with a view to finding out how Asian teachers are disposed toward innovations in classroom teaching at the first level. This draft plan was discussed and finalised at the workshop held in January, and on that basis the joint survey was carried out during the same year.

Chapters 6 and 7 give recommendations on future researches and a review of this workshop.

10 UNESCO member states in Asia, up to Malaysia to the west, were

represented in this workshop, and another workshop on the same theme was held from January to February 1974 with the participation of 7 countries located to the west of Burma inclusive. This report is not available for wider distribution.

23. First Research Workshop for Innovations in Classroom Teaching at the First Level of Education in Asia - B

Dates: 17 January - 28 February 1974

Theme: Innovations in Classroom Teaching

Objectives:
1) To exchange information and experience of research projects undertaken in order to improve classroom teaching at the first level of education;
2) To examine methods of educational research for innovations in classroom teaching at the first level of education; and
3) To examine the proposed common project "A Survey on Problems Faced by Asian Teachers and Their Attitude towards Innovations in Classroom Teaching".

Participants: 28 participants (12 co-workers) from 8 countries

Publication: *Final Report - First Research Workshop for Innovations in Classroom Teaching at the First Level of Education in Asia - B*, February 1974, A-4 size, mimeographed, 88 pages.

This is a report of the outcome of a workshop in which 7 UNESCO member countries located to the west of Burma inclusive, were represented.

Starting with an introductory Chapter 1, the report in its Chapter 2 describes the current situation of elementary education and innovative trends in classroom teaching in Japan, based on re search findings.

Chapter 3 outlines the findings of classroom observation and discussions with teachers at elementary schools and other related institutions visited during the workshop.

Chapter 4 summarises national reports presented by 7 participating countries other than Japan.

Chapter 5 discusses the draft plan for the joint "Survey on Problems faced by Asian Teachers and Their Attitudes towards Innovations in Classroom Teaching at the First Level of Education" prepared by the preceding Workshop A, and finalises the survey procedures and contents of the questionnaire.

Chapters 6 and 7 give recommendations and the review of this workshop. The report is not available for wider distribution.

24. Regional Field Operational Seminar on Educational Innovation - Phase III

Dates: 10 September - 14 October 1974

Theme: Educational Innovation

Objective: To examine the case studies prepared by the participants or Associated

Centres in which they were involved, and to attempt their synthesis with a view to understanding the process and strategies of educational innovation.

Participants: 25 participants (3 co-workers) from 15 countries and UNESCO-Bangkok

Publication: *Report of the Regional Field Operational Seminar on Educational Innovation - Phase III*, 1974, modified A-4 size, 88 pages.

The report begins with an introductory Chapter 1, and in its Chapter 2 describes the findings of case studies on educational innovation undertaken in Asian countries, classified into four subject areas; 1) curriculum development; 2) teaching of science and mathematics; 3) adult education and functional literacy; and 4) development of new institutions.

Chapter 3 summarises the findings of observation tours to schools and educational research institutions during the seminar. A total of 20 institutions in four subject areas: 1) teacher training; 2) school education; 3) vocational education; and 4) educational technology; were visited, and intensive observation and discussion took place in each of these places.

Chapter 4 summarises the outcomes of this seminar, urges systematic encouragement of educational innovation in each country, and suggests possible improvements on the organization of seminars.

The report covers Phase III of the Regional Field Operational Seminar on Educational Innovation, co-sponsored by NIER and ACEID, UNESCO. During the Phase I of the seminar, which took place from 21 August through 1 September 1974, participants visited several countries to inspect projects of educational innovations and institutions concerned. Phase II was held from 2-7 September at the UNESCO Regional Office for Education in Asia to discuss the current situations of educational innovation in different countries.

The report was published by the UNESCO Regional Office for Education in Asia in two volumes, comprising "Interflow: Report of Regional Field Operational Seminar on Educational Innovation" and the document introduced in this section.

25. Asian Promotional Seminar on Educational Technology with Particular Reference to Educational Broadcasting

Dates: 3 - 12 February 1975

Theme: Educational Broadcasting

Objectives: 1) To bring together those in a position of responsibility in educational broadcasting in Asian countries for the exchange of information and experience;

2) To enable the participants to understand common problems involved in the production and utilisation of radio and television programmes for education and other recent developments in educational technology; and

3) To find measures, if possible, to solve such problems, thus contributing to the extension of educational opportunity and to the qualitative improvement of education in the Asian UNESCO Member States participating in APEID.

Participants: 23 participants (1 observer, 4 co-workers) from 15 countries and UNESCO-Bangkok

Publication: *Final Report of the Asian Promotional Seminar on Educational Technology with Particular Reference to Educational Broadcasting*, February 1975, modified A-4 size, 57 pages.

After an introductory Chapter 1, the report in its Chapter 2 discusses each country's information on and experience in educational broadcasting in the framework of educational technology in five aspects: 1) the present status of educational broadcast undertakings and their problems; 2) facilities and equipment; 3) appropriate forms and methods of utilisation of educational broadcasting; 4) curriculum development; and 5) future plans for international co-operation in educational broadcast undertakings.

Chapter 3 describes the findings of observation tours to, including discussions at, audio-visual educational institutions and elementary schools during the seminar.

Chapter 4 gives recommendations on plans for future activities and for regional co-operation in educational broadcasting.

This report was jointly published by the Japanese National Com mission for UNESCO, NIER, and ACEID, UNESCO.

26. Regional Workshop on Problems Faced by Asian Teachers and Their Attitudes Towards Innovations in Classroom Teaching

Dates: 28 February - 29 March 1975

Theme: Teachers' Problems and Attitudes

Objectives: 1) To make a comparative study on the data gained through the survey conducted in the participating countries; and

2) To compile a report of the study on problems faced by Asian teachers and their attitudes towards innovations in classroom teaching.

Participants: 13 participants from 12 countries

Publications: *Survey on Problems faced by Asian Teachers and Their Attitudes toward Innovations in Classroom Teaching at the First Level of Education*, March 1975, A-4 size, mimeographed, 91 pages.

The report, beginning with an introductory Chapter 1, in its Chapter 2 first presents the findings of national surveys on the background of teachers' attitudes towards, and problems in, innovations in classroom teaching at the first level of education, and then describes the method and procedure of the survey and the form of the questionnaire.

Chapter 3 analyses the results of national surveys, items of which are classified into 10 areas: 1) class size; 2) individualised instruction; 3) duties imposing burdens on teachers; 4) use of teaching materials and tools; 5) working hours; 6) course of study; 7) curriculum contents; 8) pupil evaluation; 9) management; and 10) interactions with parents and society. The teachers' attitudes towards innovations in classroom teaching are analysed in its 6

forms: 1) individualised instruction; 2) new instructional methods; 3) utilisation of teaching aids and equipment; 4) instruction under new curriculum; 5) audio-visual education; and 6) group instruction.

Chapter 4 gives recommendations on problems calling for further study, selected out of the survey findings.

27. Regional Workshop on Curriculum Development for Moral Education at the First Level of Education in Asia

Dates: 20 May - 19 June 1975

Theme: Moral Education

Objectives: 1) To exchange information of and experiences in moral education at the first level of education among Asian countries;

2) To examine major problems involved in curriculum development and instructional strategies for moral education at the same level; and

3) To find out some solutions for the problems

Participants: 16 participants (1 observer) from 15 countries

Publication: *Moral Education in Asia at the First Level of Education -Workshop Report*, June 1975, A-4 size, mimeographed, 69 pages.

Starting with an introductory Chapter 1, the report in its Chapter 2 describes the current state of moral education in each country at the first level of education with particular reference to the concept, objectives and contents of moral education, its relationship with religious education, evaluation of moral education, together with training of teachers and teaching methods thereof. Based on the current states so elucidated, the chapter further discusses the definition, objectives and evaluation of moral education, training of teachers thereof and approaches thereto in classroom teaching; then it cites as common problems in moral education: 1) aptitude and ability of teachers responsible for moral education; 2) shortage of teaching materials and tools; 3) lack of scientific understanding of the process of children's moral development; 4) inadequate co-operation by parents and the local community; 5) lack of an appropriate evaluating technique and difficulty of evaluation; 6) diversification of values; 7) imbalance between cognitive and emotional aspects, while discussing conceivable solutions to the individual problems.

Chapter 3 gives observations on moral education at elementary and secondary schools visited by the participants.

Chapter 4 presents an overall summary of the workshop, accompanied by recommendations concerning future research on moral education.

Though this report was not available for wider distribution, there is a publication on the research on moral education, based on the outcomes of this workshop and of a workshop held in 1980.

28. Regional Field Operational Seminar on Curriculum Development for Work-Oriented Education in Asia

Dates: 19 September - 17 October 1975

Theme: Work-Oriented Education

Objectives: 1) To exchange information of and experiences in work-oriented education among Asian countries; and

2) To examine major problems involved in curriculum development and instructional strategies for work-oriented education.

Participants: 13 participants (1 observer) from 11 countries and UNESCO-Bangkok

Publication: *Curriculum Development for Work-Oriented Education -Report of a Regional Field Operational Seminar*, 1975, A-4 size, 61 pages.

The report begins with an introductory Chapter 1, and its Chapter 2, regarding the current situations of and problems in work-oriented education in Asian countries, outlines responses to the questionnaire distributed in advance, classified by the items of inquiry and by country. Then the same chapter, based on national reports, reveals the results of discussions on the concept, objectives, principles and guidelines, constraints and suggestions.

Chapter 3, summarises the findings of the observation tours to elementary and secondary schools during the seminar, and discusses issues of curriculum, co-operation between schools and local industries, evaluation and teacher training.

Chapter 4, stating the conclusion of this seminar, proposes the following: 1) curriculum development of work-oriented education for each grade; 2) development of a teacher training programme for work-oriented education; 3) study on adequate supply of teachers qualified for work-oriented education; 4) study on ways of co-operation between the local community and the school for work-oriented education, and 5) study on ways for collaboration between the in-school and out-of-school facets of work-oriented education. The report was published by the UNESCO Regional Office for Education in Asia, Bangkok.

29. ACEID-NIER Joint Meeting of Task Forces on Teacher Education in Asia

Dates: 13 - 25 March 1976

Theme: Teacher Education

Objectives: 1) To formulate guidelines for the establishment of advanced level workshops for teacher-educators in UNESCO Member States in Asia; and

2) To prepare a handbook to be used in the advanced level workshops mentioned above.

Participants: 8 participants from 7 countries and UNESCO-Bangkok

Publication: *Continuing Education for Teacher Educators: Advanced-Level Workshops - Report of a Task Force Meeting*, 1976, A-4 size, 89 pages.

The report consists of two parts: Part I is the proceedings of the task force

meeting, and Part II is a draft handbook on proposed workshops.

In Part I, Chapter 1 reviews the situation of teacher training in each country and continuing education, and Chapter 2 discusses guidelines for the organization of advanced-level workshops with particular reference to their objectives and organizations.

Chapter 3, with which Part II begins, gives an overview of the handbook, and the next and subsequent chapters make up its specific contents.

Chapter 4 is an introduction to participants to the proposed in-service workshops, and Chapter 5 overviews the trends in education for development and refers to new ideas about and new requirements on education. Chapter 6 explains the necessity, objectives and scope of advanced-level workshops for teacher educators; Chapter 7 describes case studies on the contents of such advanced-level workshops, and Chapter 8 provides an annotated bibliography on the subject.

This report was published by the UNESCO Regional Office for Education in Asia, Bangkok.

30. ACEID-NIER Joint Meeting of Task Forces on Science Education in Asia

Dates: 13 - 25 March 1976

Theme: Science Education

Objectives:
1) To review the simple low-cost science equipment specifically in the form of educational toys and games available in the Member States for teaching/learning science at the basic level, and use of toys and games with a view to foster creativity;
2) To suggest works on designing of scientific toys and games for teaching of science and mathematics at the basic level, with a view to foster scientific creativity and also for making effective use of the available indigenous toys for this purpose; and
3) To formulate guidelines for relevant further works in the APEID Associated Centres on utilising familiar items from the children's environment in designing science activities and improvisation of science equipment by teachers in schools for basic level science education.

Participants: 12 participants from 6 countries and UNESCO-Bangkok

Publication: *Science in Basic Functional Education - Role of Toys, Games and Low-Cost and Improvised Equipment - Report of a Task Force Meeting*, 1976, A-4 size, mimeographed, 89 pages.

Beginning with an introduction, the report in its Chapter 1 out lines national reports on the current states of science teaching aids and materials at the first level of education, their ways of use and problems.

Chapter 2 describes observations at elementary schools as well as manufacturers of teaching materials and tools, visited during the meeting.

Chapter 3 considers, from the viewpoints of the creativity, characteristics of

creative personalities, role of teachers, traditional toys, and evaluation method, how children can be guided in a creative way by the use of science teaching aids and materials, and what roles teaching aids and materials including low-cost toys can play in such guidance.

Chapter 4 discusses the roles of toys - classified into - 1) those directly available from nature; 2) those made from natural materials; and 3) those manufactured as merchandised - as science teaching materials.

Chapter 5 presents guidelines on learning activities using low-cost and readily available materials and instruction by teachers using simple and improvised materials.

This report was not available for wider distribution.

31. Second Regional Field Operational Seminar on Curriculum Development for Work-Oriented Education in Asia

Dates: 11 September - 7 October 1976

Theme: Work-Oriented Education

Objectives:
1) To review the syllabus/course of study on crafts/handicrafts at the basic level of education in the context of work-oriented education;
2) To suggest guidelines for further development of syllabus/course of study on crafts/handicrafts at the basic level of education; and
3) To develop some modules using wood/bamboo materials for teaching crafts/handicrafts at the basic level of education in the context of work-oriented education.

Participants: 14 participants (2 observers) from 13 countries and UNESCO-Bangkok

Publication: *Curriculum Development for Work-Oriented Education with Special Reference to Handicrafts Education*, October 1976, A-4 size, mimeographed, 78 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2 reveals the state of art and common problems of the participating countries regarding handicrafts education at the elementary level in Asia.

Chapter 3 focuses on the findings of observation tours to elementary schools and other places during the seminar, and describes the current status of handicrafts education in Japan.

Chapter 4 features discussions on the development of curricula for work-oriented education including handicrafts education at the elementary level, followed by the formulation of guidelines, and Chapter 5 presents exemplar teaching plans drawn up by participants in group works. The exemplar teaching plans, intended for third and sixth grade children to make model boats or pen stands of bamboo and wood, were worked out by the participants while making those items for themselves.

Chapter 6 presents recommendations on the encouragement of further research, study on evaluation methods and teaching materials, and work-

oriented education at the secondary level with a view to developing work-oriented education in Asia. Chapter 7 gives a summary of this seminar. The report was not available for wider distribution.

32. Second Regional Workshop on Curriculum Development for Moral Education in Asia

Dates: 12 November - 10 December 1976

Theme: Moral Education

Objectives:
1) To examine the national emphasis of moral values for children and the younger generation as a whole;
2) To review moral education programmes for children and the younger generation conducted outside school; and
3) To examine the current situations of parental and community support for moral education at school.

Participants: 15 participants (2 observers) from 14 countries

Publication: *Report of the Second Regional Workshop on Curriculum Development for Moral Education in Asia*, December 1976, A-5 size, mimeographed, 55 pages.

The report starts with an introductory Chapter 1, and Chapter 2 summarises the current situation of moral education in the participating countries, with particular reference to out-of-school moral education. The chapter discusses the problems involved in three aspects: 1) how to obtain consensus on moral values; 2)measures to promote moral education; and 3) the conditions to promote moral education. Moral values approved by the majority over the societal and local barriers are discussed and measures to promote moral education such as formation of social habits, sense of belongingness to the society and others are reviewed. Guidelines for moral education at home, school and community are also discussed.

Chapter 3 concerns the findings of observation tours to elementary and secondary schools and related research institutions during the workshop.

Chapter 4 gives recommendations for more effective moral education.

Although this report itself was not available for wider distribution, a final report on moral education, covering both this and another workshop held in 1980, was published in 1981.

33. Advanced Level Workshop on Educational Technology in Asia

Dates: 8 - 17 March 1977

Theme Educational Technology

Objectives:
1) To study some of educational technology projects in Japan;
2) To review and synthesise the experiences of the Inter-project Study Visits which took place in four countries before the Workshop;
3) To exchange views and experiences on innovative activities and case studies made in the participants' countries; and

4) To consider and propose ways of further inter-country co-operation in solving common problems and in the development of educational technology.

Participants: 15 participants (2 co-workers) from 12 countries and UNESCO-Bangkok

Publication: *Inter-country Co-operation in Educational Technology: Report of APEID Inter-project/Inter-Country Study Visits and Advanced Level Workshop on Educational Technology*, March 1977, A-4 size, 57 pages.

The report consists of two sections. The Part 1 describes the current status of educational technology, and analyses the common trends and problems. Examples of major problems identified are: 1) sub-optimum utilisation of facilities, resources and materials; 2) lack of co-ordination; 3) inadequate training; 4) lack of minimum equipment in schools; 5) lack of ETV/radio workbooks;6) quality of ETV/educational radio programmes; 7) lack of integration with the total system; and 8) lack of effective feedback and evaluation. The part also includes a list of areas in which co-operation of the countries may be sought for the promotion of educational technology.

The Section 2 contains the reports of country visits which were undertaken before the Advanced Level Workshop to India, Thailand, Malaysia and Singapore.

Country reports are given in Annex.

This report was published by the UNESCO Regional Office for Education in Asia, Bangkok.

34. Preparatory Meeting for Regional Workshop on Pupil Evaluation in Asia

Dates: 18 - 25 March 1977

Theme: Pupil Evaluation

Objective: To discuss objectives, criteria for selection of participants, programme outlines, guide-lines for preparation of country reports by participants, for the organization of a Regional Workshop on Pupil Evaluation.

Participants: 8 participants from 5 countries and UNESCO-Bangkok

Publication: Although no report of the meeting was prepared, a workshop on pupil evaluation was held from June to July 1977 on the basis of the results of this meeting.

35. Regional Workshop on Pupil Evaluation in Asia

Dates: 17 June - 14 July 1977

Theme Pupil Evaluation

Objectives: 1) To exchange information and experiences in pupil evaluation at the levels of elementary/primary and lower secondary education;

2) To identify common as well as special problems in the field of pupil evaluation in the region;

3) To identify and work out some possible solutions to these problems;

4) To explore the possibilities and limitations of pupil evaluation, particularly in the affective domain; and

5) To find ways of promoting better co-operation among Asian countries in the field of pupil evaluation.

Participants: 15 participants from 13 countries and UNESCO-Bangkok

Publication: *Pupil Evaluation - Report of an Asian Regional Workshop*, 1978, modified B-5 size, 35 pages.

The report begins with an introductory Chapter 1, and Chapter 2 describes the current status of pupil evaluation at the elementary and secondary levels in Asian countries.

Chapter 3 discusses problems and remedial measures of pupil evaluation for both external and internal evaluations. Chapter 4 takes up problems of evaluation in the affective domain, and Chapter 5 gives recommendations for regional co-operation projects in the field of pupil evaluation.

This report was published by the UNESCO Regional Office for Education in Asia, Bangkok.

36. Regional Workshop on Science in Basic Functional Education in Asia

Dates: 3 November - 6 December 1977

Theme: Science Education

Objectives: 1) To exchange information and experience in making and utilising the simple low-cost science equipment in the form of educational toys and games for teaching/learning science at the basic level with a view to developing productive skills of children;

2) To explore better ways of making effective use of the available indigenous toys and games for teaching/learning science and designing more useful scientific toys and games; and

3) To find ways of promoting better co-operation among Asian countries in the field of science in basic functional education.

Participants: 16 participant (2 co-workers) from 12 countries and UNESCO-Bangkok

Publication: *Final Report of the Regional Workshop on Science in Basic Functional Education in Asia*, December 1977, A-4 size, mimeographed, 35 pages.

After an introduction, the report in its Chapter 1 examines information supplied by the participants on the current situations of science education at the elementary level and the development of low-cost and effective teaching materials and tools.

Chapter 2 outlines observations at elementary schools and teaching material developing institutions visited during the workshop. The participants actually tried making low-cost basic teaching materials for themselves.

Chapter 3 features discussions on ways to encourage the development and utilisation of science teaching materials, and proposes improvement of teacher

training courses, curriculum development tailored to different stages of children's development, improvement of textbooks and guidebooks, and establishment of specialised bodies to develop and disseminate educational toys.

Chapter 4 considers unsolved problems in the development of low-cost science teaching materials.

The report was not available for wider distribution.

37. Regional Workshop on Non-Formal and Alternative Structures in Education

Dates: 21 February - 24 March 1978

Theme: Non-Formal Education

Objectives: 1) To exchange information and experiences in and suggest guidelines for:

a) Designing and developing of non-formal education programmes related to the development goals of the countries and more specifically to the development themes identified by the Fourth Regional Consultation Meeting on APEID;

b) Mobilising local resources and expertise and community participation to support the planning, organization and implementation of non-formal education programmes;

c) Linking of non-formal and formal education programmes and development of alternative structures; and

d) Co-ordinating inter-sectoral and inter-ministerial/departmental approach in the development and implementation of non-formal education programmes.

2) To recommend ways of promoting better co-operation among Asian countries in the field of non-formal education.

Participants: 20 Participants from 13 countries and UNESCO-Bangkok

Publication: *Non-formal and Alternative Structures in Education - Report of an Asian Regional Workshop*, 1978, modified B-5 size, 59 pages.

After introductory Chapter 1, the report in its Chapter 2, based on national reports, examines innovative aspects of non-formal education.

Chapter 3 outlines the findings of observation tours to pertinent facilities during the workshop. The facilities visited belong to one of the following three areas; social education, youth and out-of-school education, and vocational training.

Chapter 4 considers guidelines for activities of non-formal education programme in two areas: 1) non-formal education for adults; and 2) non-formal vocational and technical training. The guidelines concern four aspects: 1) planning and implementation of activities; 2) mobilisation of local resources; 3) linking of formal and non-formal education; and 4) inter-ministerial and inter-sectoral co-ordination.

Chapter 5 gives recommendations for further development of a non-formal education programme in the region.

This report was published by the UNESCO Regional Office for Education in Asia, Bangkok.

38. High Level Seminar on Moral Education in Asia

Dates: 5 - 13 April 1978

Theme: Moral Education

Objective: To examine major problems involved in moral education in Asian countries and to work out basic guidelines for the implementation of a regional programme in moral education in Asia.

Participants: 15 participants (5 observers) from 10 countries

Publication: *Final Report of the High Level Seminar on Moral Education in Asia*, April 1978, A-4 size, mimeographed, 73 pages.

Starting with an introductory Chapter 1, the report in its Chapter 2 examines the current state of moral education in participating countries.

Chapter 3 discusses problems and issues in moral education on the following 7 areas: definition, objectives, methods, contents, instructional methods, teacher training, and evaluation.

Chapter 4 considers, and makes proposals on, regional projects to promote moral education both from local as well as regional points of view.

Chapter 5 presents guidelines on a joint regional project for innovation in moral education. A proposal has been made to organize regional workshops and to conduct surveys with a view to studying new directions of moral education, teacher training for moral education, etc. on the basis of outcomes so far accumulated in this field.

This report was not available for wider distribution. A final report of a series of study on moral education was published in 1981.

39. Second Regional Workshop on Pupil Evaluation with Particular Reference to Moral Education in Asia

Dates: 12 September - 10 October 1978

Theme: Pupil Evaluation in Moral Education

Objectives:
1) To exchange information and experiences in pupil evaluation with special reference to moral education.
2) To identify common as well as specific problems encountered in guiding pupils and evaluating their progress in moral behaviours;
3) To identify and develop some possible solutions and strategies to tackle these problems; and
4) To find ways of promoting better co-operation among Asian countries in the field of the subject under consideration.

Participants: 17 participants (2 co-workers) from 13 countries and UNESCO-Bangkok

Publication: *Pupil Evaluation on Moral Education in Asia - Report of a Regional Workshop*, October 1978, A-4 size, mimeographed,60 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2 discusses the current situations of moral education and its evaluation methods based on reports from the participating countries. Chapter 3 describes observations at elementary, lower and upper secondary schools visited during the workshop to familiarise the participants with the present status of moral education in Japan.

Chapter 4 takes up 14 problems and issues in the evaluation of moral education including changes in pupils' behaviours attributable to moral education, evaluation criteria, techniques, etc. and discusses possible solutions.

Chapter 5 reviews evaluation methods of moral education and discusses individual techniques such as objective-type test, essay-type test, observation, interview, etc.

Chapter 6 discusses joint research projects to be undertaken in the future to promote the development of moral education. It proposes comparative studies on moral education and the organization of workshops for teacher training, etc.

Chapter 7 summarises the outcomes of the workshop.

This report was not available for wider distribution. As mentioned elsewhere, a final report of this series of study on moral education was published in 1981.

40. Regional Workshop on the Development of Low-Cost Aids for Science Teaching at the First Level of Education in Asia

Dates: 18 January - 17 February 1979

Theme: Science Teaching Materials

Objectives:
1) To exchange information and experience in making and utilising simple low-cost aids for teaching/learning science at the first level of education;
2) To design and produce actual simple low-cost aids for teaching/learning science; and
3) To find better ways of promoting co-operation among Asian countries in this field.

Participants: 25 participants (5 observers, 3 co-workers) from 13 countries and RECSAM

Publication: *A report of the Regional Workshop on the Development of Low-cost Aids for Science Teaching at the First Level of Education in Asia*, February 1979, A-4 size, mimeographed,60 pages.

After an introductory Chapter 1, Chapter 2 of the report, based on papers from individual participating countries, states how teaching aids and materials are used in science education at the first level, together with the problems involved.

Chapter 3 summarises the findings of observation tours to elementary schools, among others, intended to familiarise the participants with the current state of science education at the first level in Japan and to facilitate exchange of information and experience. The participants visited altogether 10 places including institutions for research on science education and teaching material manufacturing companies and elementary schools.

Chapter 4 presents the processes of trial production of low-cost teaching aids and materials for science education, together with the products. The participants were divided into five groups focussing on heat, sound, light, energy conversion and electricity, and each group made a total of 40 teaching aids, each embodying consideration of one or more of such factors as producing ease, recycling of resources, low cost and educational significance.

Finally, Chapter 5 proposes measures to further promote the development of low-cost teaching aids and materials for science education.

This report was not available for wider distribution.

41. Regional Workshop for Joint Study on Moral Education in Asia

Dates: 2 - 31 March 1979

Theme: Moral Education

Objectives: 1) To exchange information and experiences on studies of the historical, social and cultural background of moral education in Asian countries; and

2) To make a plan for a regional joint study on moral education including a design for the study and the instruments for data collection.

Participants: 20 participants (1 co-worker) from 14 countries

Publication: *A Report of the Regional Workshop for Joint Study on Moral Education in Asia*, March 1979, A-4 size, mimeographed, 78 pages.

Starting with an introductory Chapter 1, the report in its Chapter 2 describes the present state of moral education in the participating countries from historical, social and cultural aspects, followed by Chapter 3 summarising observations at elementary schools and institutions related to moral education, visited during the workshop.

Chapter 4 discusses a proposed plan for the joint study on moral education. First of all, problem areas common to Asian countries are identified, and then aims of study, significance of moral education, study procedures and others are discussed. Questionnaires to collect information on moral education are also developed and the draft questionnaires are appended.

Chapter 5 recommends further detailed review on the proposed plan for the joint study on moral education before finalisation of the plan.

This report was not available for wider distribution. A final report of the joint study on moral education was published in 1981.

42. Regional Seminar on Educational Research in Relation to Educational Reform in Asia and Oceania

Dates: 31 May - 9 June 1979

Theme: Educational Research

Objectives: 1) To exchange information and experiences with regard to the contribution of educational research to the implementation of educational reform; and

2) To discuss ways to promote educational research activities in the region.

Participants: 28 participants (2 observers) from 15 countries, UNESCO-Paris and Bangkok

Publication: *Educational Research in Relation to Educational Reform in Asia and Oceania - UNESCO/ APEID-NIER Seminar Report*, July 1979, B-5 size, 46 pages.

The report, beginning with an introductory Chapter 1, in its Chapter 2 discusses the current situations of educational re search and its problems on the basis of papers presented by participants. Discussion centres around the concept of educational research in relation to educational reform, new directions of reform related to educational research, linkages between re search and reform, etc.

Chapter 3 discusses new orientations in educational research and relating them to educational reform.

After examining why new orientations in educational research are needed, the report stresses the need that research be needed to be problem-solving, inter-disciplinary and participatory. It also refers to the training of research personnel, and inter-linking between research and reform, planning and management.

Chapter 4 gives suggestions and recommendations for educational research activities in the region.

43. Task Force Meeting for Regional Joint Study on Moral Education in Asia

Dates: 21 June - 11 July 1979

Theme: Moral Education

Objectives: 1) To finalise the plan for a Regional Joint Study on Moral Education in Asia; and

2) To complete the preparation of instruments for data collection for the study.

Participants: 4 participants from 4 countries

Publication: Task Force Meeting of the Joint Study on Moral Education in Asia, July 1979, A-4 size, mimeographed, 43 pages.

The report first reviews the format of national reports for the joint study on moral education, and then finalises the questionnaires for data collection.

This report was not distributed widely but the format and questionnaires discussed in this meeting were utilised for a joint study workshop on moral education organized February-March 1980.

44. Special Workshop on In-Service Training of Teachers

Dates: 13 - 23 August 1979

Theme: In-Service Teacher Education

Objectives:
1) To share ideas and experiences among the participating countries through observation of the practices of in-service training of teachers being conducted by the boards of education in Japan; and
2) To provide opportunities for discussions on the issues and problems on the subject.

Participants: 6 participants from 2 countries

Publication: During this workshop, information on teacher training in the participating countries was exchanged, and the cur rent situation of continuing education was discussed. No formal report was produced.

45. Second Regional Workshop on the Development of Appropriate Aids for Science Teaching at the First Level of Education in Asia

Dates: 22 November - 20 December 1979

Theme: Science Teaching Materials

Objectives:
1) To share information and experiences in making and utilising appropriate aids for teaching/learning science based on school curricula;
2) To design and produce such aids for teaching/learning science; and
3) To develop guidelines for designing, producing and utilising appropriate educational materials.

Participants: 31 participants (2 observers, 9 co-workers) from 12 countries and RECSAM

Publication: *Final Report - Second Regional Workshop on the Development of Appropriate Aids for Science Teaching at First Level of Education*, December 1979, A-4 size, mimeographed, 120 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2, based on national reports, discusses the current trends of and problems in the production and utilisation of low-cost teaching aids for science education at the first level.

Chapter 3 describes observations at research institutions visited during the Workshop, with detailed reference to science teaching aids and materials prepared at the Science Education Centre of Hiroshima Prefecture, where the participants stayed longer than elsewhere.

At the Centre, assisted by its research staff, participants were given an opportunity to design and make low-cost science teaching aids. Chapter 4 describes how each aid was produced and would be used.

Chapter 5 states problems in the development of science teaching aids.

This report was not available for wider distribution.

46. Regional Workshop for the Compilation of a Joint Study on Moral Education in Asia

Dates: 19 February - 18 March 1980

Theme: Moral Education

Objectives:
1) To exchange experiences in moral education and to synthesise national studies prepared by participating countries;
2) To identify common problems and basic issues relating to moral education; and
3) To discuss proposed activities and strategies for the promotion of moral education in Asia.

Participants: 20 participants from 14 countries

Publication: *Moral Education in Asia*, January 1981, B-5 size, 183 pages.

After an introductory Chapter 1 of the report, Chapter 2 synthesises each country's experiences in moral education under 7 areas, i.e., objectives, curriculum and syllabus, instructional materials and media, instructional strategies, evaluation procedures, teacher preparation, and role of social agencies in influencing moral education at school level.

Chapter 3 consists of national reports based on the questionnaires.

Chapter 4 discuses some basic issues in moral education. Issues taken up here are: 1) concept of moral education; 2) why moral education?; 3) dichotomy between moral precept and moral practice; 4) conflict between traditional values and modern life style; 5) socio-economic conditions and their influence on moral behaviour; 6) relationship between moral education and religious education; 7) freedom of thought and expression; 8) conflicts between nationalism and international understanding; 9) spirit of competitiveness; 10) organization of moral education programme according to development levels of children; 11) is moral education independent subject or integrated subject?; 12) instructional strategies in moral education; 13) evaluation in moral education; 14) teacher preparation for moral education; 15) effects of mass media on moral development; 16) intoxicants and moral education; and 17) dilemma in the directions of the development of human society.

This report was published as No. 20 of the Research Bulletin of the National Institute for Educational Research. A 20-page extract version of the report is also published by NIER.

47. Special Workshop on Educational Research

Dates: 17 - 31 March 1980

Theme: Educational Research

Objectives:
1) To exchange information and experience in designing and implementing various research activities;
2) To undertake study visits to selected Associated Centres in Japan for exchanging views on various types of educational research; and

3) To consider ways and means for further strengthening direct linkages among Associated Centres of APEID and National Development Groups in the participating countries for the promotion of educational research, and to develop guidelines for the organization of regional workshops on educational research in the future.

Participants: 6 participants from 3 countries

Publication: *Special Workshop/Study Visit on Educational Research -Final Report*, March 1980, A-4 size, mimeographed, 23 pages.

Since a study visit project (sponsored by the Japanese National Commission for UNESCO), with participants invited from RECSAM and INNOTECH, simultaneously took place during the period of this workshop, this report covers the results of both the workshop and the study visit.

Following an introductory Chapter 1, Chapter 2 touches on the contents of the two projects, special workshop and study visit, and states the names of the educational institutions visited and observed.

Chapter 3 describes the institutions visited in terms of research objectives, physical facilities, organization and research staff, linkage between research and teacher training.

Chapter 4 discusses the ways of co-operation in research and in formation exchange to promote educational research, and regional development in education, and further makes proposals on educational research projects in the future.

This report was not available for wider distribution.

48. Regional Workshop on Educational Research

Dates: 24 June - 23 July 1980

Theme: Educational Research

Objectives: 1) To exchange information and experience in designing and implementing various educational activities;

2) To undertake study visits to educational institutions in Japan in order to exchange views on various types of educational research and to attend as participants the Fourth Congress of the World Council of Comparative Education Societies which will be held from 7 to 10 July in Japan; and

3) To consider ways and means for further strengthening direct linkages among Associated Centres of APEID and National Development Groups in the participating countries for the promotion of educational research.

Participants: 18 participants from 13 countries

Publication: *Educational Research in Asia and Oceania - Report of a Regional Workshop*, July 1980, A-4 size, mimeographed, 63 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2 outlines participants' reports on their respective educational research projects

involved.

Chapter 3 reports the findings at educational research institutions and elementary, lower and upper secondary schools visited during the workshop.

The participants also attended the fourth World Congress of Comparative Education Societies held from July 7 through 10. Chapter 4 overviews papers presented and discussions made at the Congress.

Chapter 5 discusses common problems of the participating countries in educational research and strategies to develop and improve arrangements for co-operation among the countries in the field of educational research. The areas targeted for urgent re search include in-service training of teachers, elementary language learning, education for national pride, evaluation of learning materials, and equality of access to schooling.

Chapter 6 gives recommendations on educational research to be undertaken in the future.

This report was not available for wider distribution.

49. Third Regional Workshop on the Development of Appropriate Aids for Science Teaching at First Level of Education

Dates: 14 October - 8 November 1980

Theme: Science Teaching Materials

Objectives:
1) To share information and experience in making and utilising low-cost and appropriate aids for teaching/learning of science based on school curricula;
2) To design and produce such aids for teaching/learning science; and
3) To develop guidelines for designing, producing and utilising low-cost and appropriate teaching/learning materials for science.

Participants: 31 participants (14 co-workers) from 12 countries and RECSAM

Publication: *Report - Third Regional Workshop on the Development of Appropriate Aids for Science Teaching at First Level of Education*, November 1980, A-4 size, mimeographed, 132 pages.

The report begins with an introductory Chapter 1, and in its Chapter 2, based on reports from the participating countries, points out common trends and problems in the development of low-cost science teaching aids.

Chapter 3 describes the findings of participants' observation tours to institutions concerned with science education during the workshop. At the Science Education Institute of Osaka Prefecture in particular, where they stayed for a week, the participants actually practised the development of teaching aids.

Chapter 4 provides details of the production processes and uses of individual science teaching aids designed and made by the participants at the Science Education Institute in Osaka.

Chapter 5 gives recommendations on future activities in the development of

low-cost science teaching aids.

This report was not available for wider distribution.

50. Regional Workshop on the Preparation of Teachers for Vocational and Technical Education

Dates: 6 - 28 March 1981

Theme: Vocational and Technical Teacher Education

Objectives:
1) To identify the actual problems presently faced by the countries in preparing teachers, instructors, and teacher educators for vocational and technical education;
2) To explore feasible solutions of the problems related to the preparation of teachers, teacher educators and other educational personnel for various fields of vocational and technical education taking into account the growth points and gaps in respect of structures, strategies and methodologies adapted for training, retraining and upgrading of vocational and technical teachers; and
3) To make recommendations for co-operative action programmes for vocational and technical education among the countries in the region.

Participants: 21 participants from 15 countries

Publication: The results of this workshop were reassessed during the Second Workshop on Vocational and Technical Teacher Preparation held from January to February 1982, and are incorporated in a combined report published in March 1982.

51. Regional Seminar for the Training of Young Educational Researchers

Dates: 22 October - 5 November 1981

Theme: Training of Educational Researcher

Objectives:
1) To review the state of educational research and practice and to exchange information and experiences on the types and content of training of researchers in terms of infrastructures, programmes and methodologies; and
2) To develop a training manual/guidelines for educational researchers, particularly for the young researchers.

Participants: 22 participants from 14 countries, UNESCO-Bangkok and RECSAM

Publications: *Educational Research and Training in Asia and the Pacific*, December 1981, modified B-5 size, 41 pages.

After an introductory Chapter 1, Chapter 2 of the report outlines the current status of educational research and practice in participating countries, and clarifies the purposes, trends and common problems of educational research institutions.

Chapter 3 describes the current provisions for training of educational researchers, and discusses directions for change.

Chapter 4 spells out basic principles to be followed in planning the training of educational researchers, and formulates guidelines for the training. The

guidelines are for two programmes: one for the initial training programme and another for the further professional development programme of educational researchers. Objectives, contents, modes of training, and programme evaluation are discussed for each programme area.

Chapter 5 gives recommendations on the development of training programmes for educational researchers.

Scanning the New Horizons - Educational Research and Training in Asia and the Pacific, December 1982, modified A-5 size, 180 pages.

This published report was edited by J.E. Watson of New Zealand, rapporteur of this seminar, putting together papers on the status of the training of educational researchers in the participating countries presented for the seminar.

In this report, which begins with an introductory chapter, the national papers are arranged around five sections: of which the First is Advancing the Professionalism of Teachers - the paper from Japan; the Second, Perspectives on the Contributions of Universities - those from the Philippines, Bangladesh, Pakistan, India and Nepal; the Third, Achieving a Coordination of Effort - those from China and Republic of Korea; the Fourth, Changes in Administrative Style Through Research Training - those from Malaysia, Thailand, Vietnam, Papua New Guinea and Indonesia; and the Fifth, the Prospects for International Collaboration - those from RECSAM and New Zealand.

52. Regional Workshop for the Compilation of an Inventory of Low-Cost Aids for Science Teaching in Asia and the Pacific

Dates: 11 November - 1 December 1981

Theme: Science Teaching Materials

Objectives:
1) To review the state of development and utilisation of appropriate aids for teaching/learning science in the participating countries;
2) To edit and finalise available instructional sheets on the designing, developing and using appropriate and low-cost science aids as an inventory and to further develop additional instructional sheets on science aids; and
3) To develop guidelines for designing, developing and using appropriate aids for science teaching.

Participants: 22 participants (2 observers, 4 co-workers) from 14 countries

Publication: *Low-cost Aids for Elementary Science Teaching in Asia and the Pacific*, June 1982, B-5 size, 165 pages.

The report in its Chapter 1 states guidelines for the development of low-cost science teaching aids. Needs of teaching aids, planning, prototype making, trials, modification and production, and criteria for the selection of aids are overviewed.

Chapter 2 presents an inventory of science teaching aids, with statements on objectives, materials used, steps of production, way of use and others. The

inventory covers a total of 43 aids, classified into five categories: 1) basic teaching aids; 2) biology teaching aids and materials; 3) aids and materials for teaching of substance; 4) aids and materials for teaching of energy; and 5)aids and materials for teaching of the earth and sky.

Chapter 3 describes the experiences of the participating countries in the development of low-cost science teaching aids with reference to teacher education, utilisation of low-cost teaching aids, curriculum, school education system, teaching method, arrangement for co-operation among educational institutions concerned, and financial assistance.

Finally, Chapter 4 gives recommendations for promoting the further development of low-cost science teaching aids.

53. Second Regional Workshop on the Preparation of Teachers for Vocational and Technical Education

Dates: 28 January - 19 February 1982

Theme: Vocational and Technical Teacher Education

Objectives:
1) To review the existing curriculum/course content for pre-service and in-service/continuing programmes for vocational and technical education teachers in secondary schools and post secondary schools/institutions in the region of Asia and the Pacific;
2) To develop exemplar curriculum and course structures of pre-service and in-service/continuing programmes for the preparation and upgrading of vocational and technical teachers, for use in-service training institutions and workshops and as guides for supervisors or teacher-trainers; and
3) To explore ways and means for regional co-operation in preparing teachers for vocational and technical education.

Participants: 20 participants from 14 countries

Publication: *Vocational and Technical Teacher Preparation in Asia and the Pacific*, March 1982, modified B-5 size, 135 pages.

This is a combined volume covering both the first workshop held in March 1981 and this second workshop.

Following an introductory Chapter 1, Chapter 2 summarises trends and issues in vocational and technical teacher preparation, based on national reports presented at the two workshops.

Chapter 3 assesses the contents of curricula for vocational and technical teacher preparation, and proposes guidelines for preparation courses and in-service training courses. The guidelines refer to: 1) guiding principles; 2) programme components - level and emphases; 3) course objectives and descriptions; and 4) implementation of training programme.

Chapter 4 gives conclusions and recommendations on vocational and technical education and preparation of teachers thereof in the future, supplemented with summaries of country reports.

54. Review and Planning Meeting on the UNESCO/APEID-NIER Regional Programme

Dates: 9 - 18 March 1982

Theme: Programme Development for NIER's Regional Activities

Objectives:
1) To review the activities of the UNESCO/APEID-NIER regional programme;
2) To provide a forum for an exchange of experiences and identification of issues, problems and growth points with a view to strengthening the regional co-operation activities in the field of education; and
3) To make recommendations for the future activities of the UNESCO/APEID-NIER regional programme.

Participants: 18 participants from 7 countries, UNESCO-Bangkok and SEAMES

Publication: *Final report - Review and Planning Meeting on the UNESCO/APEID-NIER Regional Programme*, March 1982, A-4 size, mimeographed, 62 pages.

The report consists of an introductory Chapter 1, Chapter 2 stating an overview, and Chapter 3 giving recommendations.

Recommendations include topics to be taken up in the workshops and seminars, selection of participants, etc. and in particular the following areas of workshop topics are suggested: environmental education, educational evaluation, educational information, inter national education, etc. There are suggestions to improve modes of operation of the workshop. This report was not available for wider distribution.

55. Planning Meeting on the Development of Teachers' Resource Kits

Dates: 3 - 15 June 1982

Theme: Teachers' Resource Kits

Objectives:
1) To formulate guidelines for preparing the desired resource kits and to consider a schedule of work for the coming five-year period of the projects; and
2) To prepare guidelines for reviewing, revising and re-packaging existing kits.

Participants: 14 participants (2 co-workers) from 11 countries and UNESCO-Bangkok

Publication: *Report - Planning Meeting on the Development of Teachers' Resource Kits*, June 1982, A-4 size, mimeographed, 68 pages.

After an introduction, the report in its Chapter 1 describes the present state of teachers' resource kits at the first level of education in the participating countries, followed by Chapter 2 discussing plans for the development of such kits. Here, problems in their development are pointed out and, in the con text of the ACEID proposed five-year development programme, a plan is mapped out for activities for the five years to come.

Chapters 3 to 5 state guidelines on the development of teachers' resource kits for use in various subject areas of the lower grades of elementary education with respect to principles, objectives, children's environment, procedures and materials. Chapter 3 concerns the national language, Chapter 4 mathematics, and Chapter 5 science and social studies.

Chapter 6, based on these guidelines, formulates plans for the development of teachers' resource kits in the participating countries.

This report was not available for wider distribution.

56. Regional Workshop on the Development of Research Concerning the Implementation and Evaluation of Reforms of Educational Content and Methods

Dates: 4 - 17 November 1982

Theme: Educational Research and Reforms

Objectives: 1) To review and exchange experiences on the development of research related to the implementation and evaluation of reforms of educational content and methods;

2) To identify crucial issues and problems in this regard;

3) To evaluate research activities and their impact on new developments in this area; and

4) To suggest important areas in which there is a need to further develop research for undertaking reforms of educational content and methods.

Participants: 24 participants (1 observer) from 16 countries, UNESCO-Bangkok and SEAMEO-RECSAM

Publication: *Research and Educational Reform - Problems and Issues, and Strategies for Resolving Them*, January 1983, modified B-5 size, 179 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2 takes up the problems and issues associated with research into the implementation and evaluation of educational reforms en countered in the participating countries at these stages: 1) preparation; 2) implementation; and 3) utilisation of research outcomes, and discusses ways to cope with the problems.

Chapter 3 summarises strategies to promote such educational re search in four aspects: preparatory strategies, participatory strategies, anticipatory strategies, and strategies for the evaluation of content and methods.

Chapter 4 gives recommendations in three aspects including training for infrastructure development, research needs, and reinforcement of the role of UNESCO with a view to further developing research on the reform of the contents and methods of education. Above all, it emphatically calls for the formation of a federation of educational researchers in Asia and the Pacific, training of educational researchers, and establishment of a clearinghouse for information on educational research in Asia and the Pacific.

57. Regional Workshop on Educational Information

Dates: 1 - 23 February 1983

Theme: Educational Information

Objectives: 1) To review and exchange experiences on existing educational information systems and services as well as on the techniques and methods employed for information processing;

2) To identify crucial issues and problems in relation to the development of educational information systems and services, and educational information processing in particular; and

3) To consider the possible use of computers for educational information processing.

Participants: 25 participants (2 observers) from 11 countries, UNESCO-Bangkok, IBE, NEIDA and SEAMEO-RECSAM

Publication: *Educational Information - Problems and Issues, and Strategies for Resolving Them*, November 1983, modified B-5 size, 84 pages.

Starting with an introductory Chapter 1, the report in its Chapter 2 describes the current situation of education information systems, together with information processing techniques and methods, in the participating countries.

Chapter 3 takes up six aspects of problems and issues in educational information systems, particularly in the processing of educational information, including 1) coordination and management; 2) acquisition, processing, dissemination and utilisation of information; 3) human and material resources; 4) language; 5) quality; and 6) computerisation, and also discusses possible ways for improvement.

Chapter 4 gives an overall review, followed by supplementary notes on activities concerned with educational information at UNESCO's Bangkok Office, ACEID, RECSAM, IBE and NEIDA.

58. Regional Design Workshop on Mathematics Education

Dates: 27 September - 20 October 1983

Theme: Mathematics Education

Objectives: 1) To review and analyse the present state of the art in mathematics education;

2) To identify crucial current issues and problems of mathematics education in the region;

3) To synthesise innovative experiences and approaches developed in this area; and

4) To develop strategies for future plans in mathematics education.

Participants: 28 participants (5 observers) from 16 countries, UNESCO-Bangkok and RECSAM

Publication: *Mathematics Education in Asian and the Pacific*, December 1983, modified B-5 size, 65 pages.

The report begins with an introduction, and Chapter 1 outlines the present state of mathematics education at the elementary and secondary level in the participating countries with reference to the number of class hours allocated, objectives of mathematics education, grade-wise mathematics topics, instructional aids, and teaching methods.

Chapter 2 discusses problems and issues in mathematics education in six facets: 1) curriculum contents and teaching methods; 2)learning resources; 3) teacher education; 4) assessment; 5)research; and 6) other problems including that of language.

Chapter 3 summarises recent cases of innovative experiences at tempted in these six problem areas, and Chapter 4 makes suggest ions for improving school mathematics education together with some additional suggestions for regional co-operation.

59. Regional Seminar on Educational Research with Special Reference to the Exchange of Research Outcomes in Asia and the Pacific

Dates: 9 - 25 November 1983

Theme: Educational Research

Objectives: 1) To review the current flow of information on educational research and innovation within the participating countries;

2) To identify crucial issues and problems in information exchange of educational research outcomes and educational innovation in the region; and

3) To work out strategies for the development of information exchange of educational research outcomes and educational innovation.

Participants: 17 participants from 14 countries and UNESCO-Bangkok

Publication: *Dissemination and Utilisation of Educational Research*, March 1984, modified B-5 size, 106 pages.

Following an introductory Chapter 1, Chapter 2 of the report reviews the present status of the exchange of information on educational research and identifies the problems and issues that arise.

Chapter 3 discusses strategies for the development of information exchange of educational research outcomes and educational innovation with reference to seven problem areas: 1) lack of motivation among users of research; 2) language barriers; 3) lack of coordination services within the country; 4) each of awareness and under-utilisations of APEID services; 5) flow of information;6) skills in collection, collation and dissemination of research findings; and 7) socio-economic and political constraints in the dissemination of research findings. Chapter 4 gives recommendations on the exchange of information in the future. The report is supplemented with summaries of individual papers.

60. Regional Workshop on the Study of Elementary Curriculum in Asia and the Pacific

Dates: 28 February - 15 March 1984

Theme: Elementary School Curriculum

Objectives: 1) To review the curriculum development work undertaken by the participating countries in the region for the past ten years;

2) To identify major trends in respect of curriculum development in the region;

and

3) To develop a research design for the joint study of elementary curriculum in the region.

Participants: 26 participants (4 observers) from 17 countries and UNESCO-Bangkok

Publication: *Joint Study on Some Major Developments in Elementary School Curriculum in Asian and Pacific Countries - Research Design*, April 1984, A-4 size, 129 pages.

The report consists of two sections. Section I identifies and synthesises the current situation and trends of elementary school curriculum in the participating countries with respect to objectives, curriculum development and instruction, supporting structures/agencies, evaluation and research activities.

Section II presents a research design for the study on elementary school curricula, prepared on the basis of the comparative analysis in the first part. It focuses on four aspects of elementary school curricula: integrated curriculum, moral, religious and value education, work-oriented education and curriculum load, and calls for a survey using common questionnaire covering these four areas in particular and school education as a whole.

The report is accompanied by individual papers describing the current situation in participating countries.

61. Regional Seminar on the Contribution of Interdisciplinary Research to the Development of Education

Dates: 11 - 20 July 1984

Theme: Educational Research

Objectives: 1) To review the current status of interdisciplinary re search in education in the participating countries;

2) To discuss the needs and areas of research which require interdisciplinary approaches for the realisation of educational development/reforms; and

3) To consider ways and means for the promotion of interdisciplinary research in education.

Participants: 13 participants from 10 countries

Publication: *Broadening the Scope for Educational Research*, September 1984, modified B-5 size, 90 pages.

After an introductory Chapter 1, the report in its Chapter 2, en titled highlights of each country's experiences, discusses what is meant by interdisciplinary research on education and what the conditions are to make possible the development of such interdisciplinary research.

Chapter 3 points out new directions in and priority areas of interdisciplinary research. Common directions and problems, in adequacies and limitations of knowledge, formation of a future vision and facilitation of co-operation,

communication and community support are discussed in this chapter.

Chapter 4 discusses, strategies and guidelines for the advancement of interdisciplinary research in education, including general considerations such as selection of problems, organization and management, and utilisation of research results; considerations for the training, recruitment and development of research staff and advisory networks; and prospects for co-operative publishing and dissemination. The report is supplemented with individual papers.

62. Regional Training Workshop for the Development of Material for Mathematics Education

Dates: 30 October - 17 November 1984

Theme: Mathematics Education

Objectives:
1) To identify key mathematics topics at the elementary school level which need the development and use of appropriate and concrete resource materials including low cost and environmental materials;
2) To examine and suggest effective ways and methods of using such concrete resource materials in the teaching/learning process of certain key topics;
3) To consider a general framework and work out strategies and guidelines for the development of instructional aids and materials, particularly for developing problem solving skills in mathematics education at the elementary school level; and
4) To co-operatively develop some exemplars of such aids and materials to illustrate the suggested strategies and guidelines.

Participants: 25 participants (2 observers) from 18 countries and UNESCO-Paris

Publication: *Instructional Materials for Elementary Mathematics*, December 1984, modified B-5 size, 99 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2 discusses the rationale for the use of instructional materials, problem-solving approach, key topics, exemplars of instructional programmes and instructional materials. The consideration of the key topics to be learned focuses on eight items: 1) the concept of whole numbers; 2) four rules on whole numbers; 3) concept of fractional numbers; 4) addition and sub traction of fractions; 5) the concept of place value to the right of the decimal point; 6) quantities and measurement; 7) figures; and 8) problem-solving learning.

Chapter 3 presents 26 exemplar lesson plans on such topics as "comparison of two numbers", "subtraction with like denominators", "multiplication of decimals by whole number from 2 to 9", "perpendicular lines" and other units, which derived from consideration of models of learning activities based on the cases of instructional material development reported by the participants with respect to the aforementioned eight items.

Chapter 4 concerns strategies to promote the utilisation of instructional materials, identifies problems, and proposes some strategies for overcoming the problems, recognising target groups including many institutions, agencies

and individuals.

In Appendices, the overall summary of the responses to the questionnaire concerning mathematics curriculum completed by the participants is presented together with summaries of two papers, one submitted by a resource person from India and the other by a programme specialist from UNESCO, Paris.

63. Second Regional Workshop on the Study of Elementary School Curriculum in Asia and the Pacific

Dates: 16 January - 7 February 1985

Theme: Elementary School Curriculum

Objectives: 1) To cross-nationally analyse the background information in terms of the socio-economic conditions, educational systems and other related features of the participating countries; and

2) To make a comparative analysis of the elementary school curriculum with respect to integrated curriculum, moral/religious/value education, work-oriented education and curriculum load based on the reports of the national studies conducted in the participating countries.

Participants: 22 participants (2 observers) from 15 countries and UNESCO-Bangkok

Publication: This workshop attempted comparative analysis of responses to the questionnaires from the participating countries, and the editorial committee meeting in September 1985 discussed the analytical results, which led to the publication of a final report of this study.

64. Preliminary Meeting for Joint Study on Secondary Education in Asia

Dates: 13 - 23 March 1985

Theme: Secondary Education

Objectives: 1) To discuss critical problems and issues in secondary education; and

2) To identify possible themes/aspects of a joint study on secondary education in the region.

Participants: 8 participants from 5 countries

Publication: In this meeting, problems in six areas of secondary education were identified and, on that basis, the first workshop on secondary education was held from June to July 1986. No report was prepared for this preparatory meeting itself.

65. Editorial Committee Meeting on the Study of Elementary School Curriculum in Asia and the Pacific

Dates: 6 - 21 September 1985

Theme: Elementary School Curriculum

Objectives: 1) To examine the content and format of the draft report developed at the Second Workshop held in January -February, 1985;

2) To incorporate in the report the information and data concerning elementary school curriculum of the countries which were unable to participate in the previous workshops; and

3) To prepare a final manuscript of the report of the joint study.

Participants: 9 participants from 9 countries

Publications: *Elementary/Primary School Curriculum in Asia and the Pacific*, January 1986, A-4 size, 218 pages.

A report prepared by the second workshop on the elementary curriculum study in Asia and the Pacific, which took place January to February 1985, was reviewed and edited by this editorial committee, and compiled into a three-volume publication consisting of a part on the comparative study and two other volumes on national reports.

The first volume entitled "Report of a Joint Study" in its Chapter 1 provides background information that outlines school education in the participating countries and, in the second and subsequent chapters, examines four areas of the elementary/primary school curriculum, on which the comparative study focuses. Chapter 2 deals with the integrated curriculum, while Chapter 3 focuses on moral, religious and value education, Chapter 4 on work-oriented education, and Chapter 5 on curriculum load. In each of these chapters, definitions and distinctive features of the terms or areas, rationale, objectives and instructional process of the particular education are fully discussed.

The final two chapters summarise discussions and make proposals: Chapter 6 on problems in and requirements on the elementary/primary school curriculum as a whole; and Chapter 7 on subjects to be studied in the future.

Elementary/Primary School Curriculum in Asia and the Pacific -National Reports: Volume I-II, January 1986, A-4 size, 274 pages for Vol. I and 292 pages for Vol. II.

These volumes comprise national reports on comparative study of elementary/primary school curriculum, outlining school education and revealing the results of national studies in the aforementioned four areas. Volume I consists of the national reports of Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia and Nepal, and Volume II, those of New Zealand, Pakistan, Papua New Guinea, the Philippines, Republic of Korea, Sri Lanka, Thailand, Vietnam and Western Samoa.

66. Regional Workshop on Primary Science Education in Asia and the Pacific

Dates: 1 - 26 November 1985

Theme: Science Education

Objectives: 1) To review the present state of primary science education in the participating countries;

2) To suggest elements of a core curriculum in science, including technology education at the primary level, that would enhanced the concept 'Science for All', and develop in children such scientific attitudes as creativity, critical

thinking, objectivity and precision;

3) To make suggestions for the development of teaching/learning materials to achieve the objectives state in 2) above; and

4) To identify common problems and issues which could be considered for joint research into the teaching of science, including technology, at the primary level.

Participants: 25 participants from 16 countries and UNESCO-Bangkok

Publication: *Primary Science Education in Asia and the Pacific*, March 1986, A-4 size, 127 pages.

The report begins with an introductory Chapter 1, and in its Chapter 2 summarises the present state of primary science education in Asian and Pacific countries on the basis of responses to a questionnaire, presented by the participants.

Chapter 3 discusses, with respect to core curriculum, the objectives of primary science education, concept of core, selection of learning topics and teaching methods.

Chapter 4 identifies problems and issues and offers suggestions for the improvement of primary science education, classified into four areas. The first area covers the social aspect of science and technology, industry and technology, girls and science, multi-cultural science, and home background; the second, integration and learning resources; the third, overloading of curriculum, abstract and academic nature of primary science, and evaluation; and the fourth, teacher selection, pre-service and in-service teacher education, teaching methods, motivation of self-improvement, and making of teaching aids.

Chapter 5 provides some suggested research questions in primary science education with encouragement of research on primary science education in the cause of "science for all", and proposes specific issues to be studied for that purpose. The report is augmented with summaries of national reports and a bibliography.

67. High Level Seminar on Educational Achievement in Asia and the Pacific

Dates: 20 January - 1 February 1986

Theme: Assessment of Educational Achievement

Objectives: 1) To exchange information and experiences on systems of the assessment of educational achievement at the primary and secondary school levels;

2) To review major researches and surveys on educational achievement and their findings conducted in the participating countries; and

3) To identify common trends of research on educational achievement in the region.

Participants: 15 participants from 13 countries

Publication: *Assessment of Educational Achievement in Asia and the Pacific*, August 1986, A-4 size, 237 pages.

The report is divided into two parts. Part I deals with the status, issues and trends in the assessment of educational achievement in the region, classified into five areas: 1) purposes of assessment; 2) structure and methods of assessment; 3) domains of assessment; 4) equity and excellence; and 5) monitoring levels of assessment.

Part II consists of individual country reports, outlining the way to identify educational achievement, review major surveys and studies and their results, and thereby clarifying the trends of research on educational achievement in the participating countries.

68. First Regional Workshop on the Study of Secondary Education in Asia and the Pacific

Dates: 17 June - 10 July 1986

Theme: Secondary Education

Objectives: 1) To exchange information on the state of the art of secondary education in participating countries;

2) To identify critical aspects of secondary education in the context of national development;

3) To develop a design for the joint comparative study on secondary education in the region.

Participants: 18 participants (1 observer) from 16 countries

Publication: *A Study on Some Critical Aspects of Secondary Education in the Countries of Asia and the Pacific - Research Proposal*, July 1986, A-4 size, 78 pages.

The report consists of two parts. In Part A following an Introduction, Section I summarises each country's reports presented by the participants, regarding the current situation of and problems in secondary education.

Section II utilises each country's reports on their present status and defines five subject areas for future comparative study: 1) the organization of secondary education; 2) enrolment; 3) curriculum; 4) teacher education; and 5) assessment.

Part B corresponds to a section on the research programme. Section I describes research design, clarifying the significance, purposes, areas, methods and report format of research.

Section II prescribes a questionnaire on the common problems in the five areas with its contents.

Finally, there is a recommendation on the way in which research should be continued in the future.

It is planned to undertake national studies in the participating countries on the basis of this report and convene another workshop in the second half of 1987, during which the findings of the further national studies should be put together to attempt comparative analysis of secondary education.

69. Preparatory Meeting of a Regional Workshop on Computers in Mathematics Teaching

Dates: 20 - 25 October 1986

Theme: Computers in Mathematics Teaching

Objective: To develop guidelines and a framework for the organization of a Regional Workshop.

Participants: 8 participants from 7 countries and UNESCO-Paris

Publication: *Report of the Preparatory Workshop on Computers in Mathematics Teaching*, October 1986, A-4 size, mimeographed, 8 pages.

This report outlines a proposal on the Regional Workshop on School Mathematics and Microcomputers in Asia and the Pacific to be held in 1987 with reference to its necessity, objectives of the workshop, duration, participants, schedule of the workshop. Though this report is not available for circulation, the proposed workshop was held in 1987.

70. Regional Workshop on Non-Formal Education Programmes in Asia and the Pacific

Dates: 11 - 28 November 1986

Theme: Non-Formal Education

Objectives: 1) To review the state of the art of non-formal education programmes in participating countries;

2) To identify major problems, issues and trends in the area of non-formal education; and

3) To synthesise innovative experiences and approaches developed in this area.

Participants: 18 participants from 15 countries and UNESCO-Bangkok

Publication: *Non-Formal Education in Asia and the Pacific*, July 1987, A-4 size, 102 pages.

Beginning with Introduction, the report in its Chapter I out lines the present state of non-formal education in participating countries. The report covers such aspects of non-formal education as 1) definition; 2) modes of activities; 3) major changes of non-formal education programmes in the past 10 to 15 years; 4) linkages between formal and non-formal education; 5) system of curriculum development; and 6) innovative attempts recently made.

Chapter II identifies problems, issues and trends, classifying into two groups, non-formal education for children (6 to 14 years old) and youth (15 to 24) on the one hand, and non-formal education for adults on the other.

Chapter III considers innovative experiences and approaches, and presents examples of activities and methods witnessed in the participating countries, classifying into three areas: 1) instructional strategies; 2) work and business including skill training; and 3) community development and leisure.

Finally, the report gives a conclusion and recommendations concerning future research on non-formal education.

71. Regional Training Workshop on School Mathematics and Microcomputers in Asia and the Pacific

Dates: 23 June - 13 July 1987

Theme: Computers in Mathematics Teaching

Objectives:
1) To exchange experiences in the field of mathematics education and microcomputers;
2) To examine how, and in which areas, the existing school mathematics curriculum can be enhanced with the use of microcomputers;
3) To explore how a new mathematics curriculum could be designed using the availability of computers in the classroom;
4) To share and gain new insights into developing, adapting and using software in mathematics; and
5) To develop strategies for future plans in school mathematics and microcomputers and teacher training.

Participants: 25 participants including 5 resource persons and 4 observers from 13 countries, UNESCO-HQ and UNESCO-PROAP. The details of the participants are the following: Australia (1), Bangladesh (1), China (2), India (1), Indonesia (1), Japan (2), Malaysia (1), New Zealand (1), Pakistan (1), Philippines (1), Republic of Korea (2), Sri Lanka (1) and Thailand (1); Resource Persons: Australia (1), Japan (1), Philippines (1), UNESCO-HQ (1) and UNESCO-PROAP (1); and Observers: Australia (3) and Sri Lanka (1).

Publication: *School Mathematics: New ideas with Computers*, August 1987, A-4 size, 66 pages.

The report begins with an introductory Chapter 1, and its Chapter 2 describes the capabilities of the computer and its possible uses in mathematics teaching and learning. Chapter 3 focuses on the role of computers in the mathematics classroom as a means of enhancing the learning and teaching mathematics, and describes some issues which are presented through discussion. Chapter 4 discusses a need for dissemination of information on the quality of software as well as strategies for software development to teachers.

Chapter 5 describes the importance of professional development of teachers' ability to use computers effectively. Chapter 6 deals with other issues such as resource management, equity, assessment assistance, producing resources, outside the classroom, co-operation and co-ordination, research and finance. Chapter 7 gives summaries of the previous chapters and recommendations. Summarised country reports are included in an appendix.

72. Second Regional Workshop on the Study of Secondary Education in Asia and the Pacific

Dates: 18 November - 8 December 1987

Theme: Secondary Education

Objective: To make comparative analysis of national data in respect of secondary education collected by the countries participating in this study and to prepare

a research report.

Participants: 20 participants from 16 countries. The details of the participants are the following: Australia (1), China (2), India (1), Indonesia (1), Malaysia (2), Nepal (1), New Zealand (1), Pakistan (1), Papua New Guinea (1), Philippines (2), Republic of Korea (2), Singapore (1), Sri Lanka (1), Thailand (1) and Western Samoa (1)

Publication: *Some Critical Aspects of Secondary Education in the Countries of Asia and the Pacific: Draft Report of the Second Regional Workshop*, December 1987, A-4 Size, mimeographed, 218 pages.

This draft report starts from Chapter II which describes the current condition of the secondary education in the participating countries with the following aspects: 1) organization, 2) enrolment, 3) curriculum, 4) teacher preparation, and 5) assessment. Chapter III summarises country reports presented by 16 participating countries. Final report was published after being reviewed by the Editorial Committee held in 1988.

73. High Level Seminar on Education in Asia and the Pacific

Dates: 15 - 21 March 1988

Theme: Educational Co-operation

Objective: To commemorate the 20th anniversary of NIER's Regional Programme and to review NIER's past experiences with respect to: 1) educational co-operation; 2) educational reforms; and 3) problems, issues and prospect of education in the region.

Participants: 10 participants from 8 countries, SEAMES and UNESCO-PROAP. The details of the participants are the following: China (1), India (1), Nepal (1), New Zealand (1), Philippines (1), Republic of Korea (1), Thailand (1), SEAMES (1) and UNESCO-PROAP (1).

Publication: This Seminar did not produce any formal report.

During the seminar, three symposia were held at Tokyo, Nagoya and Osaka respectively. The main theme of the symposia was "*The Future of Education in Asia and the Pacific*", and the following three sub-themes were taken up in the series of three symposia: 1) educational co-operation in Asia and the Pacific; 2) educational reforms in Asia and the Pacific; and 3) issues and prospects of education in Asia and the Pacific. All participants attended the symposiums as panellists or speakers

74. Editorial Committee Meeting on the Study of Secondary Education in Asia and the Pacific

Dates: 23 May - 8 June 1988

Theme: Secondary Education

Objectives: 1) To examine the content and format of the draft report developed at the Second Regional Workshop held in 1987; and

2) To prepare a final manuscript of the report of the study on Some Critical

Aspects of Secondary Education in the Countries of Asia and the Pacific.

Participants: 8 participants from 8 countries. The details of the participants are the following: Australia (1), India (1), Malaysia (1), Nepal (1), New Zealand (1), Philippines (1), Singapore (1) and Sri Lanka (1).

Publication: *Some Critical Aspects of Secondary Education in the Countries of Asia and the Pacific*, December 1988, A-4 size, 279 pages.

The report itself is presented in three parts. Part One: The Areas Selected for Study involves analysis of the data in five chapters, Chapter 1; - Organization, Chapter 2; - Enrolment, Chapter 3; - Curriculum, Chapter 4; - Teacher Preparation and Chapter 5; - Assessment, reflecting the areas in the questionnaire considered to be high priorities for research. Part Two: Concerns and Recommendations identifies concerns felt by a number of countries, and also provides recommendations for the dissemination of information, and for further research. Part Three: Appendices includes a description of the research design, a copy of the research questionnaire, abstracts of country reports, and a list of representatives of the participating countries.

75. Regional Workshop on Achievement of Children in Primary School with focus on Affective Development

Dates: 23 January - 10 February 1989

Theme: Affective Development of Children

Objectives:
1) To exchange experiences on learning and achievement of children in primary schools with specific focus on affective development;
2) To review teachers' handbooks developed at national workshops; and
3) To prepare a methodological guide for teachers on enhancing learning and achievement of primary school children with reference to affective development.

Participants: 23 participants including 4 resource persons from 10 countries and UNESCO-PROAP. The details of the participants are the following: China (3), Indonesia (3), Nepal (3), Philippines (3), Sri Lanka (3), Thailand (3) and UNESCO-PROAP (1) and Resource Persons: India (1), Japan (1), Malaysia (1) and New Zealand (1).

Publication: *Education for Affective Development: A Guidebook on Programmes and Practice for the Preparation of Teachers' Handbook on Education for Affective Development*, 1989, modified A-5 size, 210 pages.

The report has been divided into two parts: Part I, which deals with the theoretical aspects and need for affective development education; Part II, with the practical aspects and implementation problems of affective education in schools.

Part I, serving as background for Part II, is composed of four chapters:

Chapter 1 sets the scene by presenting problems and difficulties of society

that affective education can remedy. It asks the question "why is affective development education needed" and presents a justification for it. Chapter 2 deals with the question, "what is affective development education" and provides both a down-to-earth answer and one that makes academic sense.

Chapter 3 deals briefly with current status of affective development education, describing its state in our schools at present. Chapter 4 is concerned with where affective development education could and/or perhaps should go in the future.

Part II is composed of five chapters, namely;

Chapter 5 deals with curriculum design for affective development education in the schools. Chapter 6 presents its instructional methodology. Chapter 7 discusses evaluation and assessment procedures. Chapter 8 deals with implications of affective development education on teacher education.

Chapter 9 presents problems of implementation. This last chapter has been included because the history of educational innovations is littered with examples of beautifully designed and developed projects that have eventually failed because implementation procedures have been inadequate.

This report was published by UNESCO-PROAP in 1989.

76. Regional Planning Workshop on the Study of Wastage in Education

Dates: 28 June - 11 July 1989

Theme: Educational Wastage

Objectives: 1) To examine the situation of educational wastage in the participating countries; and

2) To develop a general framework and a design for the study of educational wastage both for the national and regional levels.

Participants: 17 participants including one resource person from 14 countries and UNESCO-PROAP. The details of the participants are the following: Bangladesh (1), Bhutan (2), China (1), India (1), Indonesia (1), Laos P.D.R (2), Malaysia (1), Nepal (1), Papua New Guinea (1), Philippines (1), Sri Lanka (1), Thailand (1), Vietnam (1) and UNESCO-PROAP (1) and Resource Person: Japan (1).

Publication: *Regional Study of Wastage in Education: A Draft Report of the Planning Workshop*, July 1989, A-4 size, mimeographed, 66 pages.

This draft report itself is presented in four parts, Part I with five chapters, Part II, Part III with two chapters and Part IV. Beginning with an introductory Chapter 1 of Part I, the draft report in its Chapter 2 of Part I describes country reports summarising the latest status of wastage in education in the participating countries.

Chapter 3, 4 and 5 of Part I, Chapter 1 and 2 of Part III as well as Part IV present an account of the thematic discussions on the corresponding themes, such as; Dimensions and Scope of Wastage in Education (Chapter 3 of Part I), Data requirements and Collection (Chapter 4 of Part I), Information Analysis,

Interpretation and Use in the Assessment of Wastage in Education (Chapter 5 of Part I), Planning, Organization and Implementation of National Studies (Chapter 1 of Part III), Regional Co-operation in the implementation of the Study of Wastage in Education (Chapter 2 of Part III) and Action Projects to Reduce Wastage in Education (Part IV).

Salient outcomes of the discussions were summarised into the suggested common research design that can be found in Part II of this draft report. This draft report was not available for wider distribution.

77. Regional Seminar on Educational Research in Asia and the Pacific

Dates: 18 October - 2 November 1989

Theme: Educational Research

Objectives: 1) To review the state of educational research and practice in the participating countries; and

2) To identify recent trends in respect of educational research and educational reform in the countries of the region.

Participants: 17 participants from 16 countries. The details of the participants are the following: Australia (1), Brunei (1), China (1), Fiji (1), Indonesia (1), Japan (1), Laos P.D.R (1), Malaysia (1), Nepal (1), New Zealand (1), Pakistan (1), Papua New Guinea (1), Philippines (1), Republic of Korea (2), Thailand (1) and Western Samoa (1).

Publication: *Improving Linkage between Research and Educational Reform*, January 1990, A-4 size, 130 pages.

The report starts with an introductory Section 1.

Section 2 summarises agencies involved and other aspects of educational research. Section 3 discusses the impact of educational research on major educational reforms. Section 4 describes strategies for promoting and strengthening educational research. Section 5 discusses the role of educational research at present and in the future, thereby it is classified into three categories: 1) leading role, in which research leads to decision-making and policy, 2) supporting role, in which research contributes to existing policies and practices, and 3) following role, in which research follows policy changes.

Section 6 presents recommendations based on educational research which played key roles in the institutionalisation of major educational reform in the participating countries.

78. Regional Workshop on Moral Education in Asia and the Pacific

Dates: 18 - 31 January 1990

Theme: Moral Education

Objectives: 1) To review the state of moral/religious/values education in the schools;

2) To identify relative role of social agencies such as home, school, community

and mass media in moulding children's value systems and behaviour; and

3) To identify common problems, issues and trends in respect of moral/religious/values education at school level.

Participants: 20 participants including one observer from 13 countries and UNESCO-PROAP. The details of the participants are the following: Australia (1), China (2), India (1), Indonesia (1), Japan (1), Malaysia (2), New Zealand (1), Papua New Guinea (1), Philippines (2), Republic of Korea (1), Singapore (2), Sri Lanka (1), Thailand (2) and UNESCO-PROAP (1); and Observer: India (1).

Publication: *A New Decade of Moral Education*, June 1990, A-4 size, 128 pages

After an introductory Chapter 1 of the report, Chapter 2 synthesises each country's experiences in moral education under 2 major headings, namely; The Current State of Moral Education and The Moral Influence of Social Agencies. The first area has 5 sub-areas, i.e., common goals, content: moral values, methodology, assessment and evaluation and teacher education for moral/religious/values education. The other has 7 sub-areas, i.e., the school, the family, mass media, youth organization, religious groups, social volunteer organizations and government ministries/agencies. Chapter 3 analyses problems and issues with respect to eleven problem areas, which were identified by the participants. Chapter 4 gives a conclusion and recommendation. This report has summarised country reports as an appendix.

79. Regional Meeting on Strategies to Reduce Wastage and Increase Efficiency in Education

Dates: 18 October - 7 November 1990

Theme: Educational Wastage

Objectives:

1) To review and share the findings and insights gained through the studies of wastage in education at the national level;

2) To jointly assess the situation of wastage in education in the region of Asia and the Pacific, to identify and exchange views on salient issues, and to study future prospects;

3) To reflect on major strategies to be adopted to reduce wastage and increase efficiency of education in the coming years;

4) To share ideas on major programmes and action projects at the regional, sub-regional as well as national levels to combat wastage, and ways and means to implement these programmes and action projects; and

5) To contribute to synthesising the outcomes of the Regional Meeting into a regional summary report.

Participants: 20 participants including 2 resource persons and 2 observers from 14 countries and UNESCO-PROAP. The details of the participants are the following: Bangladesh (1), Bhutan (1), China (2), India (2), Indonesia (1), Lao P.D.R (1), Malaysia (1), Myanmar (1), Pakistan (1), Papua New Guinea (1), Philippines (1), Sri Lanka (1) and Thailand (2); Resource Persons: Japan (1) and UNESCO-PROAP (1); and Observers: China (1) and Thailand (1).

Publication: *Reducing Wastage and Increasing Efficiency in Education – Problems, Causes, Strategies and Programmes: Draft Synthesis Report*, November 1990, A-4 size, mimeographed, 66 pages.

Beginning with an introductory Foreword, the draft synthesis report in its Chapter 1 summarises the national study findings related to the latest status and patterns of wastage in education. Chapter 2 to 4 go on to analyse the causes and factors contributing to the wastage problem in its different forms, and to establish the inter-linkages and interactions among these factors, so as to determine their relative degree of influence on the efficiency of education. This draft report was not available for wider distribution.

80. Study Group Meeting on the Development of Enterprise Competencies of Children and Youth in Asia and the Pacific

Dates: 17 - 31 January 1991

Theme: Enterprise Education

Objectives: 1) To review the programmes for the development of enterprise competencies and vocational skills among the children and youth in the participating countries; and

2) To review the latest status and progress of regional and national activities of the Joint Innovative Project on Education for Promoting Enterprise Competencies in Asia and the Pacific (JIP-EPEC), and the preliminary findings.

Participants: 13 participants including one observer from 9 countries and UNESCO-PROAP. The details of the participants are the following: Australia (1), China (2), Indonesia (1), Japan (1), Malaysia (1), Papua New Guinea (1), Philippines (1), Sri Lanka (1), Thailand (2) and UNESCO-PROAP (1) and Observer: Japan (1).

Publication: *Developing Enterprise Competencies through Education - Some Initiatives: A Draft Report of the Meeting*, January 1991, A-4 size, mimeographed, 39 pages.

The report begins with an introductory Chapter 1, and in its Chapter 2 summarises the present state of the country experiences and common issues and problems associating with the enterprise competencies and vocational skills among the children on the basis of country reports presented by participants. Chapter 3 discusses the conceptual framework of enterprise competencies. Chapter 4 gives prospects for change, and proposes further actions for developing enterprise competencies in education at the national (in-country) level and the regional level. This report also gives draft sample designs for integrating enterprise competencies in a curriculum. This draft report was not available for wider distribution.

81. Regional Meeting on the Promotion of Humanistic, Ethical and Cultural Values in Education

Dates: 12 - 27 June 1991

Theme: Humanistic, Ethical and Cultural Values

Objectives: 1) To provide a forum for sharing the outcomes of country studies on humanistic, ethical and cultural values in education;

2) To develop strategies for strengthening content relating to humanistic, ethical and cultural values in formal and non-formal education; and

3) To develop exemplar curricular framework illustrative of the integration of humanistic, ethical and cultural values in appropriate subjects and non-formal education programmes.

Participants: 20 participants including 4 resource persons and one observer from 13 countries, ACCU and UNESCO-PROAP. The details of the participants are the following: Bangladesh (1), China (2), India (1), Indonesia (1), Japan (1), Lao P.D.K (1), Malaysia (1), New Zealand (1), Pakistan (1), Republic of Korea (2), Sri Lanka (1), Thailand (1) and Vietnam (1); Resource Persons: Australia (1), Philippines (1), ACCU (1) and UNESCO-PROAP (1); and Observer: Japan (1)

Publication: *Education for Humanistic, Ethical/Moral and Cultural values*, September 1991, A-4 size, 116 pages.

Beginning with Introduction, the report in its Chapter 1 summarises country experiences and analyses common problems in humanistic, ethical/moral and cultural values in education in participating countries. Chapter 2 identifies curriculum framework for promoting humanistic, ethical/moral and cultural values in education in primary and secondary levels. Chapter 3 gives sample teaching units on humanistic, moral/ethical and cultural values in education in primary, secondary and non-formal levels. Chapter 4 deals with 1) evaluation of curricular materials, 2) evaluation of teaching, and 3) assessment of learning outcomes.

82. Regional Seminar on Goals and Aims of Secondary Education in Asia and the Pacific

Dates: 16 - 31 October 1991

Theme: Secondary Education

Objectives: 1) To provide a forum for reviewing and identifying the direction of changes in goals, aims and objectives of education, especially at the second level;

2) To analyse causative reasons for the changes and their genesis in their different domains (socio-economic, cultural, educational, etc.); and

3) To identify emerging further changes in goals, aims and objectives of secondary education, and their corresponding attributes in relation to 1) and 2) above.

Participants: 23 participants including 2 resource persons and one observer from 18 countries and UNESCO-PROAP. The details of the participants are the following: Australia (1), Bangladesh (1), China (2), India (1), Indonesia (1), Japan (1), Lao P.D.R (1), Malaysia (1), Nepal (1), New Zealand (1), Pakistan (1), Papua New Guinea (1), Philippines (1), Republic of Korea (2), Singapore (2), Sri Lanka (1), Thailand (1) and Vietnam (1); Resource Persons: Philippines (1) and UNESCO-PROAP (1); and Observer: New Zealand (1).

Publication: *Towards Formulating Goals, Aims and Objectives of Secondary Education for the Twenty-First Century*, December 1991, A-4 size, 95 pages

After an introduction, the report in its Chapter I summarises country experiences with respect to the elements: 1) major economic, socio-political and cultural changes which became the bases for educational reforms; 2) major educational developments, including changes in policies, programmes and strategies; 3) developments of secondary education, focusing on changes in goals, aims and objectives, and implementation and evaluation of the current goals, aims and objectives and 4) trends and views on anticipated changes in goals, aims and objectives of secondary education to make it more responsive to future scenarios.

Chapter II discusses major socio-political, economic, cultural and other significant developments in the participating countries which became the main bases for educational developments, changes and reforms of secondary education. Chapter III deals with some of the major future scenarios in Asia and the Pacific as viewed by eminent thinkers from the region. Chapter IV gives conclusions and recommendations at three levels, namely, national, regional and international levels for further development of secondary education.

83. Regional Workshop on New Directions for Science Education

Dates: 16-24 January 1992

Theme: Science Education

Objectives:
1) To provide a forum for reviewing and identifying the direction of changes in science and technology education; and
2) To analyse the processes, trends and issues, and factors related to changes in science and technology education curricula.

Participants: 14 participants from 8 countries, SEAMEO-RECSAM and UNESCO-PROAP. The details of the participants are the following: China (2), India (1), Indonesia (1), Japan (1), Malaysia (1), Philippines (1), Republic of Korea (2), Thailand (3), SEAMEO - RECSAM (1) and UNESCO-PROAP (1).

Publication: *Science and Technology Education: Direction for Curriculum Change*, April 1992, A-4 size, 61 pages

The report begins with an introduction section 1, and in its section 2, based on the country reports presented by the participants, summarises with respect to the following areas: common trends of the science and technology curricula, communication inputs to disseminate the changes, planning and designing of curricula along with field trials and implementing, monitoring and, evaluating strategies. Section 3 describes common problems and issues identified with respect to curriculum change. Those common problems and issues are related to the following 4 categories; 1) content, 2) process skills, 3) values, and 4) other related matters. Section 4 describes conclusions concerning directions of change of science and technology curricula in a futuristic perspective and makes recommendations both for national attention and regional co-operation. This report has summarised country reports as an appendix.

84. Regional Seminar on Educational Research in Relation to Planning of Secondary Education in Asia and the Pacific

Dates: 4 - 20 November 1992

Theme: Secondary Education

Objectives:
1) To review the state of educational research in relation to the planning of secondary education in the participating countries, with emphasis on (i) methodologies used; and (ii) findings of completed research on various aspects of secondary education, e.g., access, completion (efficiency), and quality (as preparation for life-long and/or higher education);
2) To identify common priority problem areas for research on secondary education, in terms of preparing young people to face the challenges of the twenty-first century; and
3) To co-operatively develop alternative research strategies and designs, the findings of which will serve as bases for a system-wide reform of secondary education as well as for other aspects of education.

Participants: 21 participants including one resource person from 16 countries and UNESCO-PROAP. The details of the participants are the following: Australia (1), Bangladesh (1), China (2), India (1), Indonesia (1), Japan (2), Malaysia (1), Nepal (1), New Zealand (1), Pakistan (1), Philippines (1), Republic of Korea (2), Singapore (1), Sri Lanka (1), Thailand (2) and Vietnam (1); and Resource Person: UNESCO-PROAP (1).

Publication: *Towards Research-Based Policy and Planning for Secondary Education*, February 1993, A-4 size, 104 pages.

After an introductory Chapter 1 of the report, Chapter 2 synthesises each country's experiences of the role with respect to educational research in relation to the planning of secondary education focussed on the following four main issues: 1) the current role of educational research; 2) the important completed or on-going research projects; 3) priority problem areas for research, and 4) a suggested research strategy for the problem areas.

Chapter 3 gives proposed research designs based on the synthesis of the country's experiences and the discussion. The proposed research designs are related to three categories: 1) improvement of the quality of student outcomes; 2) teacher preparation and evaluation, and 3) school-based management, evaluation and accountability. Those areas are the three most frequently selected problem areas by the participants. Chapter 4 draws the major conclusions on the relationship between educational research and planning for system-wide reform of secondary education. This chapter also recommends further actions that may be taken in individual countries and across the region. This report has summarised country reports as an appendix.

85. Regional Workshop on Designing Learning Sequences and Developing Instruments for Nurturing Mathematics, Science and Technology Talents

Dates: 18 January - 3 February 1993

Theme: Gifted Education

Objectives:

1) To review the experiences regarding innovative strategies on enhancing the potential for developing talent;
2) To identify strategies, mechanisms, and interventions to stimulate/nurture talents in all learners;
3) To identify various types of talents and creativity related to:
   a) psychomotor ability/finger dexterity
   b) pictorial visuality
   c) abstract thinking
   d) divergent thinking
   e) convergent thinking
   f) problem solving
   g) others
4) To design learning/teaching sequences to stimulate the various types (kinds) of talents in individuals in the general learner population;
5) To develop instruments/tests which reflect the attributes of the various types of talents in the general learner population; and
6) To identify strategies, mechanisms and interventions to enhance the further development of the identified talents in the general learner population.

Participants: 25 participants including one observer from 11 countries and UNESCO-PROAP. The details of the participants are the following: China (2), India (1), Indonesia (1), Japan (1), Malaysia (1), Philippines (2), Republic of Korea (2), Singapore (1), Thailand (2), Vietnam (1) and UNESCO-PROAP (1); and Observer: Nigeria (1).

Publication: *Nurturing Talents in Mathematics, Science and Technology*, July 1993, A-4 size, 106 pages.

After an introduction, the report in its Chapter 1 discusses each country's information on and experience in talented education in mathematics, science and technology. This Chapter also gives problems and issues identified in relation to the country programmes. Chapter 2 examines the concept of talent and the mechanisms for nurturing talents in all learners. Chapter 3 describes the necessity of nurturing talents in all learners and some problems encountered in nurturing talents. Chapter 4 shows, based on the discussion, alternative methods and instruments for identification of talents, and problems related to identified talents. Chapter 5 describes the method used for further development of the identified talents from curriculum implementation and management points of view. Chapter 6 gives examples of learning experiences for talented learners who belong to age level from 3 to 16. This report has summarised country reports as an appendix.

86. Regional Seminar on Environmental Education and Teacher education in Asia and the Pacific

Dates: 20 October - 5 November 1993

Theme: Environmental Education

Objectives: 1) To review the state of environmental education, and its curriculum and teaching-learning methodologies adopted in the participating countries;

2) To review the state of teacher education in the participating countries, and to identify problems and issues in developing competencies required for teaching of new learning areas such as environmental studies; and

3) To identify common problems and issues concerning the content and teaching-learning strategies of environmental education as well as needs and requirements in teacher education emerging from curricular reforms.

Participants: 28 participants including 2 observers from 13 countries and UNESCO-PROAP. The details of the participants are the following: Australia (2), China (2), India (1), Indonesia (2), Japan (2), Malaysia (2), New Zealand (2), Philippines (2), Republic of Korea (2), Singapore (2), Sri Lanka (2), Thailand (2), Vietnam (2) and UNESCO-PROAP (1); and Observers: Japan (2).

Publication: *Environmental Education and Teacher Education in Asia and the Pacific*, December 1993, A-4 size, 144 pages.

After an introductory Chapter 1, the report in its Chapter 2 shows the current situation related to the environmental education. Chapter 3 examines the environmental education issues related to school education which were classified into the following themes: 1) policy, 2) goals and objectives, 3) curriculum content, 4) instructional materials and support facilities, 5) teaching and learning strategies, 6) co-curricular activities and community support systems, 7) assessment of student learning, and 8) evaluation of environmental education programmes. Chapter 4 describes the central role of the teacher in the implementation of environmental education with respect to seven themes addressed in the seminar discussion related to the basic issues underlying teacher education for environmental education. Chapter 5 gives a conclusion from the seminar and recommended plans for future activities and project in order to improve teacher education and environmental education in the region. This report has summarised country reports as an appendix.

87. Regional Workshop on the Enhancement of Humanistic, Ethical, Cultural and International Dimensions of Education in Asia and the Pacific

Dates: 19 January - 2 February 1994

Theme: Humanistic, Ethical and Cultural Values

Objectives: 1) To review the current status of humanistic, ethical, cultural and international dimension of education in the participating countries and identify major issues and current trends in the area;

2) To share, analyse and synthesise teaching units and materials developed by the four national projects as well as other participating countries, designed to enhance humanistic, ethical, cultural and international dimensions of

education; and

3) To identify teaching topics and contents commonly required for the enhancement of humanistic, ethical, cultural and international dimensions of education.

Participants: 22 participants including one resource person from 12 countries and UNESCO-PROAP. The details of the participants are the following: Australia (2), China (3), India (2), Indonesia (1), Japan (2), Malaysia (3), Philippines (1), Republic of Korea (1), Singapore (1), Sri Lanka (1), Thailand (1) and Vietnam (3); and Resource Person: UNESCO-PROAP (1).

Publication: *Enhancing Humanistic, Ethical and International Dimensions of Education in Asia and the Pacific*, February 1994, A-4 size, 92 pages.

The report begins with an introductory Chapter 1. The first part of Chapter 2 presents the summaries of country experiences in enhancing humanistic, ethical, cultural and international dimensions of education. The second part of Chapter 2 presents the synthesis of country experiences based on the presentation and discussion of all country reports. Chapter 3 describes the core values for enhancing international understanding, co-operation and peace, and strategies for transforming core values into future actions.

The guidelines have been written for use by those who will be preparing the curriculum materials for primary and secondary school levels in the area of values education are appeared in Chapter 4. These guidelines are also intended to assist teachers to plan and deliver their lesson activities. Chapter 5 has recommendations concerning transformation of values to enhance international understanding, co-operation and peace, and the teaching-learning experiences, curriculum development and evaluation relating to the enhancement of humanistic, ethical and international dimensions of education.

88. Regional Seminar on Foreign Language Education in Asia and the Pacific

Dates: 22 June - 8 July 1994

Theme: Foreign Language Education

Objectives: 1) To review the state of the art of language education in the participating countries;

2) To identify common problems, issues and trends in the area of language education; and

3) To synthesise innovative experiences and approaches developed in this area.

Participants: 24 participants from 13 countries, SEAMEO-RELC and UNESCO-PROAP. The details of the participants are the following: Australia (1), China (2), India (2), Indonesia (2), Japan (1), Malaysia (2), New Zealand (1), Philippines (2), Republic of Korea (2), Singapore (1), Sri Lanka (2), Thailand (2), Vietnam (2), SEAMEO-RELC (1) and UNESCO-PROAP (1).

Publication: *Foreign/Second Language Education in Asia and the Pacific*, July 1994, A-4 size, 116 pages.

The report begins with an introductory Section 1. Section2 gives a description of the common problems and issues faced by countries, as well as suggested strategies for resolving the major problems relating to foreign/second language education in the region. Eight themes arising from the country reports are discussed in Section 3. Those themes are: 1) foreign language/second language/mother tongue; 2) learner factors; 3) teacher/teacher training; 4) curriculum; 5) testing and evaluation; 6) school environment; 7) research, and 8) delivery systems. Section 2 and 3 of the report contain the specific conclusion reached and suggestions made by participants. Section 4 gives general conclusions and recommendations related to language education in the region.

89. Regional Training and Development Workshop on Science and Technology Education for All in Asia and the Pacific

Dates: 7-18 November 1994

Theme: Scientific and Technology Education

Objectives:
1) To exchange views and share experiences regarding promotion of scientific and technological literacy for all in participating countries;
2) To identify focal areas and implementation strategies for fostering scientific and technological literacy for all through formal and non-formal school education, and training of personnel;
3) To formulate a framework for regional co-operative programme which will be implemented at the national level;
4) To formulate strategies for effective implementation at national level; and
5) To propose recommendations for monitoring country actions.

Participants: 25 participants including 7 resource persons from 13 countries, SEAMEO-RECSAM, UNESCO-HQ and UNESCO-PROAP. The details of the participants are the following: Bangladesh (1), China (1), Indonesia (2), Iran (1), Japan (2), Malaysia (1), Pakistan (1), Philippines (1), Republic of Korea (1), Sri Lanka (1), Thailand (2) and SEAMEO-RECSAM (1); and Resource Persons: Australia (1), China (1), Japan (1), New Zealand (1), Philippines (1), UNESCO-HQ (1) and UNESCO-PROAP (1).

Publication: *Scientific and Technological Literacy for All in Asia and the Pacific*, November 1994, A-4 size, 79 pages.

The report begins with an introductory Section 1. Section 2 presents synopsis of country reports covering the following points: 1) national science and technology education policies; 2) primary and secondary school curriculum concerned areas in science and technology education programmes; 3) teacher education programmes; 4) strategies for popularising science and technology literacy in-school and out-of-school, and 5) facilities available and support provided for promoting science and technology education activities.

Section 3 describes scientific and technological literacy issues for the region. Section 4 discusses the place of scientific and technological literacy in science and technology education and the meanings of scientific and technological

literacy. Section 5 outlines a basis for the development of plans to promote and enhance scientific and technological literacy at the local and national level in the participating countries. Section 6 proposes a regional programme in order to develop co-operation among countries in the field of science and technology education.

Section 7 has general recommendations integrated what the participating countries perceive as needed actions in terms of programmes and strategies for fostering scientific and technological literacy at local, national and regional levels.

90. International Meeting on Educational Reform and Educational Research: New Challenges in Linking Research, Information and Decision-making

Dates: 4-14 September 1995

Theme: Educational Research and Reform

Objectives:
1) To exchange information on critical issues and problems of education in participating countries and review the state of educational research related to the implementation and evaluation of reforms;
2) To discuss and identify future research and information needs for implementation of educational reform and decision making;
3) To suggest ways of promoting co-operation and communication between decision-makers in education, educational researchers and information/documentation specialists, in order to effectively make educational decision-making;
4) To propose suggestions to educational research institutions, decision-making bodies and documentation centres on ways and means of strengthening regional and international co-operation so as to link educational research, information and decision-making effectively.

Participants: 26 participants including 3 observers from 20 countries, UNESCO-IBE and UNESCO-PROAP. The details of the participants are the following: Argentina (1), Australia (1), Bahrain (1), Botswana (1), Brazil (1), Chile (1), China (1), Egypt (1), Germany (1), Indonesia (1), Japan (1), Kenya (1), Malaysia (1), Netherlands (1), Philippines (1), Republic of Korea (1), Romania (1), Thailand (1), United Kingdom (1) and United States of America (1) and IBE (3); and Observers: UNESCO-PROAP (1) and Japan (2).

Publication: *New Challenges in Liking Research, Information and decision-Making*, 1995, A-4 size, 131 pages

The report begins with an introductory section. The second section summarises the major issues brought out in the country reports prepared by participants and in the discussion during the meeting. The country reports and the discussions covered the following topics: 1) the most pressing educational issues and problems in the country; 2) linkages between educational research, educational reform and decision-making, 3) major educational information sources available within the country, 4) main obstacles preventing a greater use of educational research findings and

information for educational reform and decision-making.

The final section gives main issues and recommendations, and key new challenges for educational reform identified in the meeting. Summaries of the country reports are provided in annex. This report was published by the UNESCO International Bureau of Education (IBE).

91. APEID Regional Seminar on Secondary Education in Asia and the Pacific

Dates: 6-22 November 1995

Theme: Secondary Education

Objectives:
1) To document the impact of recent policy initiations designed to reorient and reform secondary education;
2) To identify innovative approaches to improving access to secondary education and raising the quality of secondary schooling;
3) To identify the national policy/planning infrastructure requirements and school support systems needed to ensure that secondary education reforms are effectively implemented and their impact is adequately evaluated;
4) To exchange views and share experiences on "secondary education for all" in the light of the focus areas identified;
5) To formulate a framework for a regional/national co-operative programme regarding innovative approaches to secondary education, which builds on and strengthens existing co-operative frameworks;
6) To propose strategies on the effective implementation of the co-operative programmes and means for monitoring the implementation of the programme;
7) To review the model of international comparative research used in the ADB/APEID study of secondary education as the basis for further work in this area; and
8) To examine ways in which a regional or sub-regional network in secondary education can be productively developed (and sustained), through APEID networks, with particular reference to the reform of curricula at the secondary school level.

Participants: 25 participants including 2 resource persons from 16 countries and UNESCO-PROAP. The details of the participants are the following: Australia (1), Bangladesh (1), China (1), Indonesia (1), Iran (1), Japan (3), Lao P.D.R (1), Malaysia (1), Nepal (1), Pakistan (1), Philippines (1), Republic of Korea (1), Uzbekistan (2), Sri Lanka (1), Thailand (1) and Vietnam (1); and Resource Persons: Australia (1) and UNESCO-PROAP (1).

Publication: *Reorienting Secondary Education in Asia and the Pacific*, December 1995, A-4 size, 78 pages

This report begins with an introductory Chapter 1. Chapter 2 of the report provides a brief overview of some of the key issues and concerns to shape different national approaches to secondary education and which need to be considered in any future reorientation of the sector. Chapter 3 synthesises the

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view of participants on the criteria for curriculum reform and the implications of curriculum changes for teaching learning strategies, the role of teachers, and school organization and management. Chapter 4 gives recommendations regarding factors which are either warrant further attention or follow-up actions on the part of national governments, international agencies and organizations.

92. APEID Regional Seminar on Improving the Links between School, Home and Community in the Asia-Pacific Region

Dates: 17-28 June 1996

Theme: Home, School and Community Linkages

Objectives:
1) To provide participating countries with the opportunity to report on actions being undertaken in their country to promote improved linkages and interaction between home, school and community;
2) To review the roles and functions of school education and other learning opportunities available in the community through non-formal means in countries in the Asia-Pacific region;
3) To exchange views and share experiences with respect to ways of ensuring the most effective utilisation of learning facilities outside the formal school system;
4) To identify problems, issues and trends with regard to the actual (and potential) linkages between school, home and community;
5) To explore the possibility, ways and means of establishing an effective regional and/or sub-regional network to exchange information and country experience regarding ways of improving links between school, home and community; and
6) To propose effective strategies for promoting improved linkages and co-operative programmes between school, home and community.

Participants: 25 participants from 9 countries and UNESCO-PROAP. The details of the participants are the following: Australia (2), China (3), Indonesia (3), Japan (2), Malaysia (3), New Zealand (2), Philippines (3), Republic of Korea (3), Thailand (3) and UNESCO-PROAP (1).

Publication: *Partnerships in Education: Home, School and Community Links in the Asia-Pacific Region*, July 1996, A-4 size, 144 pages.

The report begins with an introductory Section 1. The first part of Section 2 of the report provides an outline of key initiatives that are occurring as an attempt to develop increased linkages between home, school and community. The last part of the section synthesises country reports. Section 3 examines possible strategies for improving links between home, school and community. Section 4 gives conclusions and recommendations. Country reports are appended to the report.

93. APEID Regional Seminar on Learning for a Sustainable Environment: Teacher Education and Environmental Education in Asia and the Pacific

Dates: 29 October - 13 November 1996

Theme: Environmental Education

Objectives:
1) To allow participating countries to report on actions taken to promote teacher education for environmental education that have been undertaken since the 1993 NIER Tokyo seminar, and to share the ideas, materials and strategies that have been successful.
2) To share the results of the APEID project, Learning for a Sustainable Environment: Innovations in Teacher Education through the:
   - dissemination of reports on the trialing and evaluation of the workshop materials;
   - review of the revised modules and development of plans for publication and associated Stage 3 professional development activities in the countries of the region; and
   - development of principles for future intra-regional co-operation in the development of environmental education in teacher education.
3) To introduce new participants to the project and provide them with training in writing and evaluating environmental education workshop materials for use in teacher education.

Participants: 21 participants from 14 countries/area, UNESCO-HQ and UNESCO-PROAP. The details of the participants are the following: Australia (2), China (1), Fiji (1), Hong Kong (1), India (1), Indonesia (1), Japan (3), Malaysia (1), New Zealand (1), Pakistan (1), Philippines (1), Republic of Korea (1), Thailand (2), Vietnam (2), UNESCO-HQ (1) and UNESCO-PROAP (1).

Publication: *Learning for a Sustainable Environment: Teacher Education and Environmental Education in Asia and the Pacific*, December 1996, A-4 size, 136 pages.

The report begins with an Executive Summary, which describes "Learning for Sustainable Environment" project co-directed by UNEDCO-ACEID and Griffith University. Chapter 1 of the report presents background information about the seminar. Chapter 2 describes that the current priority for environmental education.

Chapter 3 outlines "Learning for Sustainable Environment" project and its process of evaluation, adaptation and use of the modules which are produced through the project. Chapter 4 discusses the project with respect to five topics: 1) personal professional development, 2) positive influence on the process, 3) issues related to the process, and 4) recommendations for improving the process.

Chapter 5 gives the project modules in order to develop guidelines for action research approach to professional development used both at the regional, national and local levels. Chapter 6 reports the plans for the next stage of the project for dissemination and implementation proposed at the seminar.

Chapter 7 presents recommendations based on the review, discussion and agreements in the seminar. This report has summarised country report as an appendix.

3. Participants of the Regional Activities

(1) List of Participants by Country/Organization

The following are the names of participants who attended the regional programme for educational development in Asia and the Pacific organized by NIER during the years from 1967 to 1996.

The list includes not only regular participants, but also resource persons, co-workers and observers. The names are stated by country or by international agency he or she belongs to, and they are spelled out in accordance with those given by participants. The names are listed, in principle, in an alphabetical order of their family names. Participants from non-UNESCO member countries in the region at present and those from countries outside the region are listed towards the end of the section, but the Republic of China (Taiwan) and the Republic of Vietnam are given under the section of UNESCO Member states.

[UNESCO Member States in Asia and the Pacific]

Afghanistan

Mr. Amanullah, Prof. Asadullah, Mr. A. Ghafour Baher, Mr. Majid Dastyar,Dr. A.G. Gahaznawi, Mr. Abdul Aziz Gandomi, Mr. Abdul Aziz Hamid, Mr. Sayed Mohsen Jahani, Mr. Ghulam Dastagir Rlung Khugaini, Mr. Fateh M. Muntaser, Mr. Wahedullah Mustamandy, Mr. Ghulam Jelani Nabiyar, Mr. Ab dul Satar Nader, Mr. Hayatullah Nasser, Mr. Mohammed Wajir Nezami, Mrs. Noria, Ms. Sima Rashidi, Mr. Mohammed Jan Safi, Dr. S. R. Samady, Mr. Safullah Seraj, Mr. Abdul Fata Siddiq, Mr. Sultan Aziz Sultani

Australia

Mr. Lloyd D. Blazely, Dr. Sid F. Bourke, Mr. Kevin Bradburn, Mr. John Godwin Caiger, Prof. Trevor Cairney, Dr. Geoff Caldwell, Dr. Robin Chapman, Ms. Margaret Clark, Mr. Victor Czernezkyj, Mr. Amos Alfred Dixon, Mr. S.S. Dunn, Ms. Jennifer Anne Field, Dr. John Fien, Mr. Robert John Gaffney, Mr. David Gould, Dr. Peter Healy, Ms. Debbie Heck, Mr. Brenton Honeyman, Mr. Laurie Howell, Mr. Peter L. Jeffery, Dr. John P. Keeves, Dr. A. Rex Kerrison, Mrs. Josephine Lonergan, Dr. Barry McGaw, Dr. Phillip Mckenzie, Mrs. Ann Murray, Mr. Steve Murray, Dr. Joseph de Riva O'Phelan, Dr. Charles H. Payne, Dr. Hugh W.S. Philp, Prof. Millicent Poole, Mr. Chris Reynolds, Dr. Malcolm Skilbeck, Mrs. Vicki Stokes, Mrs. Robin Sullivan, Mr. Roger Swain, Dr. David John Symington, Mr. R. Gor don Tasker, Mr. David J. Tribe, Mr. James Edward Tunstall, Mrs. Gwen Wesson, Dr. Graham J. Whitehead, Mr. G. Woodburne

Bangladesh

Mr. Mohd. Ramizuddin Ahmed, Mr. Ali Akbar, Mrs. Selina Akhtar, Dr. Azhar Ali, Mr. Muhammad Ali, Mr. Md. Karim Baksh, Mrs. U.S. Sakina Begum, Mr. Md. Mainuddin Bhuiyan, Mr. Rajab Ali Biswas, Mr. Ahsan Uddin Ahmed Chowdhury, Dr. S.A. Chowdhury, Mr. Tofayel Ahmed Chowdhury, Mr. Ataul Haq, Dr. M. Nurul Haq, Dr. Mazharu Haque, Dr. Serajul Haque, Dr. Shamsul Haque, Mr. Syed Hessamuddin, Dr. Delawar Husain, Mr. Mohammad Nural Islam, Mr. Shapiqul Islam, Dr. A.H.M. Karim, Mr. Mahashinur Rahman Khan, Dr. Muinuddin Ahmed Khan, Mr. Abdul Mannan, Mr. M.T.C. Miah, Mr. Abu Mohammed, Mr. Saleh Motin, Ms. Azizun Nesa, Dr. A.K.M. Obaidullah, Mr. Abdullah Haroon Pasha, Mr. Mahboobur Rahman, Mr. Md.Habibur Rahman, Mr. Obaidu Rahman, Prof. Hasan Waiz

Bhutan

Mr. Tshering Dorji, Mr. N. B. Gurung, Mr. P. L. Nirola

Cambodia

Dr. Khus Chiev, Mr. Khieu Komar, Mr. Chhuk Meng Mao, Mr. Cheam Neou, Mr.Nhean Touran, Mr. Chuon Vang, Mr. Ouy Vanthon, Mr. Yi Yon

People's Republic of China (1981~)

Mr. Cao Feiyu, Mr. Chao Lei, Mr. Chen Xinwu, Mrs. Cheng Donghong, Ms. Dong Jianhong, Mr. Fan Luyan, Mr. Fan Shenglin, Mrs. Fu Li, Mr. Gao Hang, Mr. Gong Houzeh, Prof. Gong Shuduo, Mr. Gu Zhiyue, Mr. Guo Jianping, Mr. Guodong Wei, Mr. Han Min, Mr. Hang Gao, Ms. Hao Bing, Mr. Hu Junze, Mr. Hu Wei, Ms. Hu Yu, Mr. Huang Shiqi, Mr. Ji Junshi, Mr. Jiang Shanye, Ms. Lan Peiyun, Mr. Li Bo, Mr. Li Zhabao, Mr. Li Zhonghan, Mr. Liao Xianliang, Mrs. Liu Daoyi, Mr. Liu Ming Shan, Mr. Liu Yuantu, Mr. Liu Yuan-tu, Ms. Lu Wen, Mr. Ma Jun, Mr. Ma Pei Fang, Prof. Meng Lingpeng, Ms. Shen Yiling, Dr. Shi Gen-Dong, Ms. Sun Lei, Mr. Tang Guomin, Mr. Tang Shixiong, Dr. Tian Huisheng, Mr. Wan Dalin, Mr. Wang Chang Pei, Mr. Wang Jiajun, Mr. Wang Shiqing, Mr. Wang Yibing, Mrs. Xiang Shunyu, Mr. Yang Dong Liang, Mr. Yang Dongliang, Dr. Yang Zhiling, Mr. Yang Zong Kun, Mr. Ye Kegi, Ms. Yin Meijun, Mr. Yin Mingfa, Mr. Zhang Baosheng, Mr. Zhang Dengchang, Mr. Zhang Jin-Cheng, Mrs. Zhang Peng, Mr. Zhang Tie Dao, Ms. Zhao Jingjing, Prof. Zheng Shijun, Dr. Zhou Nanzhao

Taiwan (Republic of China) (~1971)

Mr. George Sheau Ting Chang, Dr. James O. Chen, Dr. Fuming Chia, Mr. Chi Yen Huang, Prof. Chien Hou Hwang, Mr. Fa Tseh Hwang, Prof. Chia Sing Peng, Prof. Chi Chang Yu, Mr. Albert Yuan

Fiji

Mr. Roop Chand, Mr. Josaia Gucake, Mrs. Premila Devi Kumar, Mr. Inderjit Singh Walia

India

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Mr. Komiljon Karimov, Mr. Abdusalom Umarov

Socialist Republic of Vietnam (1979~)

Dr. Dang Vu Hoat, Dr. Hoang Duc Nhuan, Mr. Mai Anh, Mr. Nguyen Bang, Dr. Nguyen Gia Coc, Dr. Nguyen Quang Vinh, Mrs. Nguyen Thi Bao Tam, Mr. Nguyen Thuong Chung, Dr. Nguyen Trong Bao, Mr. Nguyen Van Khang, Prof. Nguyen Xuan Tai, Dr. Nguyen Xuan Thang, Dr. Pham Minh Hac, Dr. Pham Van Hoan, Mr. Quan Ngoc Duong, Dr. Tran Kieu, Dr. Tran Thuc Trinh Tai, Dr. Vu Quoc Anh, Mr. Vu Tuan Hai

Republic of Vietnam (~1975)

Dr. Duong Thieu Tong, Mr. Ho Van Chieu, Mr. Lam Van Tran, Dr. Le Van, Mr. Le Van Lam, Prof. Nguyen Dinh Hoan, Mr. Nguyen Tu, Prof. Nguyen Van Luong, Mr. Nguyen Van Phuoc, Dr. Nguyen Xuan Thu, Mr. Pham Dinh Thang, Dr. Tran Van Tan, Mr. Trinh Viet Thai

Western Samoa

Mrs. Karoline Fuatai, Mr. Taimalie P. Matalavea

[International Organizations]

UNESCO

Regional Office in Bangkok

Dr. G.L. Arividson, Dr. Thamrong Buasri, Mr. Paul Cailhau, Mr. Akihiro Chiba, Mr. S.K. Chu, Dr. Leonardo de la Cruz, Mr. R.M. Van Drimmelen, Mrs. Lucille C. Gregorio, Dr. Prem K. Kasaju, Mrs. Hiroko Kishigami, Dr. Maria Laosunthara, Dr. Abdul Latif, Dr. Rupert Maclean, Dr. Makaminan Makagiansar, Dr. Yoichi Nishimoto, Dr. Hyun Ki Paik, Dr. M.C. Pant, Dr. Valai na Pombejr, Mr. M. A. Qureshi, Mr. M.S. Ramos, Mr. J. Ratnaike, Dr. S.R. Samady, Mr. Raja Roy Singh, Ms. Charatsri Vajrabhaya, Mr. Ryo Watanabe, Dr. Weerayudh Wichiarajote, Mr. Wang Yibing

Headquarters (Paris)

Mr. Emmanuel Apea, Dr. Albert V. Baez, Mr. L.R. Fernig, Mrs. Jacqueline Hommey, Dr. Richard Halperin, Dr. Ed. Jacobsen, Mr. Andre Lestage, Dr. G. Vaideanu

International Bureau of Education (IBE)

Mr. L.R. Fernig, Ms. A.M. Furtado, Mr. Toshio Ohsako, Ms. Wanda Rokicka, Mr. Juan Carlos Tedesco

UNESCO Institute for Education (UIE)

Dr. Tetsuya Kobayashi

Regional Institutions (Quezon, Colombo and New Delhi)

Dr. H. Amatsuchi, Dr. M.V. Mathur, Mr. P.E.G. Mendis, Dr. Alfredo T. Morales, Dr. E.A. Pires, Dr. K.G. Saiyidain, Dr. H.A.V. Soysa

Field Office for Science in South Asia

Dr. D.A. Boutaev

Network of Educational Innovation for Development in Africa (NEIDA)

Dr. Hubert M. Dyasi

Southeast Asian Ministers of Education Organization (SEAMEO)

Southeast Asian Ministers of Education Secretariat (SEAMES)

Dr. Moegiadi, Dr. Ida Bagus Oka

Regional Centre for Education in Science and Mathematics (RECSAM)

Dr. Lourdes C. Aranador, Mr. Hj. Mohd. Khairuddin Bin Hj. Mohd Ashaari, Mr. Tiang Lim Khoo, Mr. Poon Poh Kong, Mr. Tan Boon Tee, Mr. Devan Velayudhan, Mr. Wan bin Dus Mohamed, Mr. Wang Kim Seong

Regional Centre for Educational Innovation and Technology (INNOTECH)

Dr. Liceria B. Soriano

Regional Language Centre (RELC)

Mr. Thomas Khng

[Other Organizations]

United Nations Development Programme (UNDP)

Miss Katarina Larsson

[Non-UNESCO Member State in Asia]

Brunei Darussalam

Ms. Hajah Sapiah Binti Hj. Sabt

Hong Kong

Sister Joan Delaney, Dr. Daniella Tilbury

Singapore

Dr. Joy Chew Oon Ai, Mr. Ooi Teik Beng, Mr. Lee Chong Chee, Mr. Soh Kay Cheng, Mr. Cheng Ching Chi, Ms. Jenny Yong Sow Chun, Dr. Yeoh Oon Chye, Dr. Chin Long Fay, Mr. Lee Keng Gnan, Mr. Ho Soo Guang, Mr. Tan Kay Hiang, Mr. Peter Kwang Sing Hock, Mrs. Mok Choon Hoe, Dr. Kho Tek Hong, Dr. Tai Chen Hwa, Mr. Wong Loke Jame, Mr. Han Luk Juan, Mr. Cheah Chye Keat, Dr. Tan Wee Kiat, Ms. Ching Ah Kim, Mr. Boon Piang Koh, Mr. Teo Ting Kok, Mr. Quah Chen Kong, Dr. Sim Wong Kooi, Mr. Chung Chang Koon, Ms. Tan See Lai, Mr. Charles Swee Sene Lee, Mrs. Lau Chian Lee, Ms. Lilian Lee, Ms. Low Sin Leng, Ms. Elizabeth Lim Ah Lian, Ms. Goh Mei Lian, Mr. Lim Chee Lin, Mr. Lek Kam Meng, Mr. David Teo Kei Moey, Dr. Sorimuda Nasution, Mr. Dorai Natarajan, Mr. Yee Sze Onn, Mr. Kwong Lup Peng, Mr. Tan Wee Pin, Mr. Chng Meng Seah, Mr. Ng Hok Siang, Mr. Wong Hee Sing, Ms. Jane Kruna Singham, Mr. Gan Kee Soon, Mr. Kho Beng Thiam, Mr. Woon Ho Thye, Ms. Lim Guat Tin, Mrs. Chang Swee Tong, Ms. Tan Teng Wah, Dr. Ruth H.K. Wong, Mr. Chan Kai Yau, Ms. Han Ah Yew

[Countries outside the region of Asia and the Pacific]

Argentine

Dra. Cecilia Braslavsky

Bahrain

Dr. Nakhle Wehbe

Botswana

Dr. Lydia Nyati-Ramahobo

Brazil

Dra. Eunice Durham

Canada

Mr. Sam R. Stasiuk

Chile

Dr. John Swope

Egypt

Dr. Nadia Youssef Ibrahim Gamal El Din

Germany

Prof. Joseph Derbolav, Dr. Wolfgang Mitter

Kenya

Dr. Paul P. W. Achola

Nigeria

Dr. Sam N. Maduagwu

Panama

Mrs. Rina de Barba

Romania

Dr. Cesar Birzea

Sweden

Prof. Torsten Hussen

The Netherlands

Dr. Tjeerd Plomp

United Kingdom

Dr. Wynne Harlen, Prof. Joseph A. Lauwerys

United States of America

Dr. Gordon M. Ambach, Dr. Frank Bowles, Dr. John I. Goodlad, Ms. Jidith Huffman, Mrs.Elizabeth Holden Rose

Some participants were nominated more than once to attend NIER's programme, but their names appear only once. Further, those who have participated in the activities representing different agencies, the names are listed for each case. The years given after the names of countries show either the year that the country sent their participants for the first time or the year that the country ceased to send their participants to NIER's programme.

(2) Number of Participants by Country/Organization

Given below are the numbers of participants (including resource persons, co-workers and observers) by country or agency. It reaches 1,762 in total. The countries that have sent more than the average excluding Japan are the Philippines, Thailand and the Republic of Korea. The countries which have sent a very limited number of participants such as the Bhutan, Brunei Darussalam, Maldives, Myanmar, Iran Fiji, Uzbekistan or Western Samoa have their own specific reasons.

UNESCO Member States in the Region

Country	'67-'96	Country	'67-'96
Afghanistan	29	Maldives	1
Australia	52	Myanmar (Burma)	10
Bangladesh	40	Nepal	57
Bhutan	3	New Zealand	36
Cambodia	9	Pakistan	47
People's Republic of China	65	Papua New Guinea	19
Republic of China (Taiwan)	12	Philippines	141
Fiji	4	Republic of Korea	110
India	93	Sri Lanka	68
Indonesia	80	Thailand	117
Iran	30	Uzbekistan	2
Japan	372	Socialist Republic of Vietnam	24
Lao P.D.R.	19	Republic of Vietnam	17
Malaysia	89	Western Samoa	4
TOTAL		1,550	

UNESCO Office/Institutions

	'67-'96
Regional Office in Bangkok	68
Headquarters in Paris	11
IBE in Geneva	5
UIE in Humburg	2

Regional Institutions

Quezon	7
Colombo	6
New Delhi	7
Field Office for Science in South Asia	1
NEIDA in Ghana	1
TOTAL	108

Southeast Asian Ministers of Education Organization (SEAMEO)

Centre	'67-'96
Secretariat (SEAMES)	2
Regional Centre for Education in Science and Mathematics (RECSAM)	9
Regional Centre for Education Innovation and Technology (INNOTECH)	1
Regional Language Centre (RELC)	1
TOTAL	13

Other Organization

	'67-'96
United Nations Development Programme (UNDP)	1
TOTAL	1

Non-UNESCO Member State in the Region

Country/Area	'67-'96
Brunei Darussalam	1
Hong Kong	2
Singapore	61
TOTAL	64

Countries Outside the Region

Country	'67-'96	Country	'67-'96
Argentina	1	Kenya	1
Bahrain	1	Nigeria	1
Botswana	1	Panama	2
Brazil	1	Romania	1
Canada	2	Sweden	1
Chile	1	The Netherlands	1
Egypt	1	United Kingdom	4
Germany	2	United States of America	5
TOTAL		26	

Grand Total	'67-'96
	1,762

Editors' Note

The year 1997 marks the thirtieth year since the National Institute for Educational Research (NIER) started its regional co-operation programme in Asia. Ten years is an epoch, but three epochs have already past, so the staff who are directly involved in the regional co-operation programme at present hoped to undertake some projects in commemoration of this occasion as was done on the occasion of its twentieth anniversary.

Many of those who made concerted efforts for the preparation and initiation of this programme have already retired. Also, many staff members of NIER who have been involved in the programme either directly or indirectly left the Institute. It is increasingly difficult to keep records of old days and to retrieve necessary information year after year. In view of these facts, it was thought that now is the right time to record the history of the regional co-operation programme of NIER on the basis of a document published in commemoration of its twentieth anniversary.

This document is written to be self-contained. Given a basic data on the activities of UNESCO-NIER Regional Programme for the past 30 years, the reader should be able to appreciate the evolution and development of this programme in the region of Asia and the Pacific which was jointly promoted by UNESCO, countries and educators in the region, and NIER.

The preparation of this document started last year, and we approached Dr. Raja Roy-Singh, Ms. Charatsri Vajrabhaya, Dr. Rupert Maclean, Prof. Akihiro Chiba, Dr. Kihei Koizumi, Dr. Hiroshi Kida, Mr. Isao Suzuki, Mr. Hiromitsu Takizawa, Prof. Toshio Kanaya and Prof. Nobuya Higuchi who had been involved in the launching of or implementation of UNESCO-NIER Regional Programme, and requested that they each write a paper recalling the period they involved in the programme. Also Dr. Victor Ordonez was requested to give us a message on behalf of UNESCO. They all kindly accepted our requests, and papers were in our hands six months ago. We acknowledge the contributions made by them. At the same time, we would like to apologise to them for delaying the publication of this document, as it was planned for publication in both English and Japanese and it took some time for the translation of the manuscripts to be completed.

We very much would like to ask Dr. Masunori Hiratuka, former Director-General of NIER and Mr. Ryoji Ito, former Secretary-General of the Japanese National Commission for UNESCO, who were the founders of this programme and dedicated their life to the development of education in this region as well as in the world. But unfortunately this was not possible. We would like to offer this document on the altar praying for the repose of the soul of late Dr. Masunori Hiratuka and late Mr. Ryoji Ito.

Our most bountiful gratitude goes to the ***ALUMNI*** of UNESCO-NIER Regional Co-operation Programme, who participated in the workshops and seminars and contributed to the successful implementation of the programme, and also contributed to the enrichment of the intellectual reservoir and to the development of education in the region.

We welcome the indication of any factual mistakes and omissions of important data in this document for possible inclusion in subsequent volumes of this kind in the future.

June 1997

Ryo Watanabe
Taro Numano
Yoshiyuki Nagata